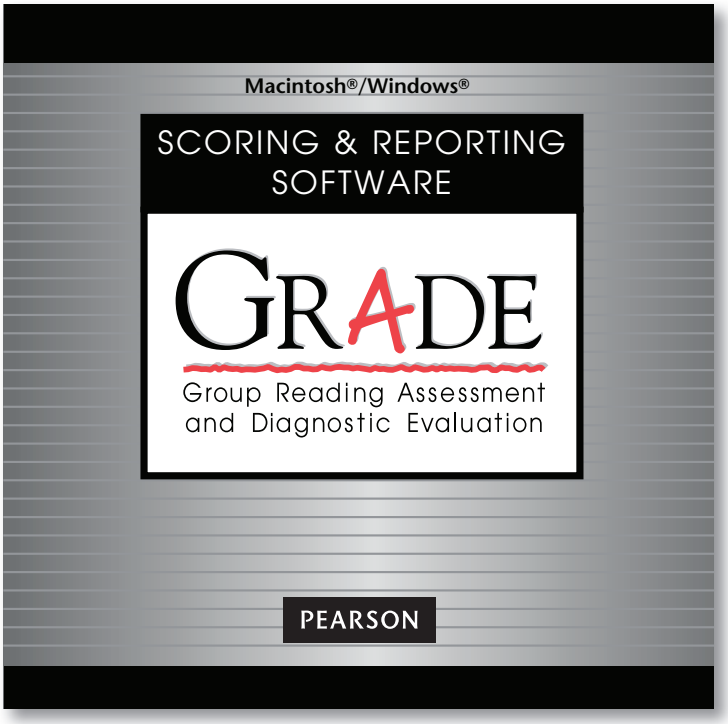

User's Manual

PEARSON

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Table of Contents

Software License Agreement 1

Introduction 5
- Overview of the GRADE Scoring & Reporting Software 5
- Versions of the GRADE Software 6

Getting Started 7
- Installing the GRADE Software 7
- Opening the GRADE Software 8
- Updating the GRADE Software 9
- Uninstalling the GRADE Software 10
- Installing the GRADE Client/Server Software 11
- Updating the GRADE Client/Server Software 15
- Registering the GRADE Software 16
- Logging In 16
- Setting up a District 17

Getting Around 18
- Basic Navigation 18
- Menu Functions 18

GRADE Software Home Screen 20
- Administration Setup 20
- Enter Individual Student Data 21
- Enter Group Student Data 21
- Scan Answer Sheets (Scanning Version Only) 21
- Run Reports 21
- Import or Export Data 21
- Merge Data 22
- Exit the GRADE Software 22
- Adding or Editing GRADE Users 22
- Backing up a GRADE Database 23
- Restoring a GRADE Database 24
- Deleting a GRADE Database 25
- Logging out and Exiting 25

Administration Setup 27
- Setting up Teacher Records 27
  - To Add a Teacher 27
  - To Edit a Teacher 28
- Setting up a Test Site 29
  - To Add a Test Site 30
  - To Edit a Test Site 31
- Setting up Categories 32
  - To Add a Category 32
  - To Edit a Category 33
- Setting up Scanning Functionality (Scanning Version Only) 34
- Setting up Rosters 35
  - To Add a Roster 35
  - To Add Students to a Roster 37
  - To Edit a Roster 37
  - To Delete a Roster 38
  - To Import a Roster 38

Table of Contents, continued

Entering Individual Student Data 39
Selecting Individual Student Records for Viewing 39
Adding a Test Record 40
Selecting a Class 41
To Add a New Class 43
Selecting a Teacher 43
To Add a New Teacher 44
Entering Category Information 45
Selecting Method of Data Entry 45
Entering Item Responses 45
Entering Raw Scores 47
Opening a Test Record 49
Deleting a Test Record 49
Changing a Test Owner 49
Deleting Student(s) 50
Adding a Student 50

Entering Group Student Data 52
Adding Students to the Group 55
Entering a Student Test Record 56

Scanning GRADE Software Data 58
Preparing Answer Sheets 58
Creating Barcode Stickers With Avery® 5160 Labels 58
Placing the Label on the Answer Sheet 60
Pre-slugging Answer Sheets With Student Information 61
Scanning Data from Completed Answer Sheets 62
Editing Scanned Forms 66
To Edit Scanned Forms 66
Viewing History 74

Reporting 75
Creating and Generating Reports 75
Browsing Existing Reports 81
Building a Category Query 82

Importing and Exporting Data 83
Importing Data 83
Exporting Data 85

Merging Data 87
Exporting Individual Student Data 88
Exporting Group Student Data 89
Importing Data From Another GRADE Database 90
To Import an Individual 91
To Import a Group 92

Reference 96

Technical Support 97

Appendix A: Export File Variables 98

Appendix B: GRADE Software Sample Reports 103

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Introduction

The *Group Reading Assessment and Diagnostic Evaluation* (GRADE™) is a norm-referenced, research-based instrument for the assessment of reading. The GRADE is usually group administered and is intended for use with pre-kindergarten through postsecondary students. It measures individual reading skills in pre-reading, reading readiness, vocabulary, comprehension, and oral language.

For more information about the uses and interpretation of the GRADE, refer to the following resources:

- GRADE Technical Manual
- GRADE Teacher's Administration Manual (choose from Levels P through A)
- GRADE Teacher's Scoring & Interpretive Manual (choose from Levels P through A)

Overview of the GRADE Scoring & Reporting Software

The GRADE Scoring & Reporting Software can be used on a Windows® or Macintosh® platform and allows users to complete the following tasks:

- Enter item responses or raw scores for all levels and forms of the GRADE software for conversion to normative scores
- Preview and print multiple types of individual and group reports
- Track students' progress over time from the classroom to the district level
- Create student categories for disaggregation during batch reporting
- Export the derived scores (for use in statistical analysis) into a tab- or comma-delimited text file that can be viewed or edited in the Microsoft® Excel® application

Versions of the GRADE Software

The GRADE software provides a scalable solution to various scoring and reporting needs. Available versions are as follows:

- The GRADE software allows for recording and storing student responses, creating and editing groups, and producing individual and group reports. In this version, all data must be entered manually.
- The GRADE software with scanning has all the capabilities of the nonscanning version but includes scanning functionality. Scanning is accomplished with Scantron®'s OpScan or ES Series scanners. Scanning greatly reduces the data entry time and is an ideal solution for larger implementations of the software.
- The GRADE software with barcoding and pre-slugging adds additional functionality to the scanning version. Scan sheets can be pre-populated with student information using barcode labels that contain the student ID, or the bubble sheets themselves can be fed through a printer to fill in student demographic information.
- The GRADE client/server software adds network capability to the functionality of the GRADE software.
- The GRADE client/server software with scanning offers network capability along with the functionality of the GRADE software with scanning.
- The GRADE client/server software with barcoding and pre-slugging offers network capability along with the functionality of the GRADE software with scanning.

All versions of the GRADE software allow for exporting and importing data from one version to the next.

Getting Started

Check that your personal or office computer meets the minimum system requirements for the GRADE software. If you are not sure whether your machine meets these requirements, get help from your organization's technical support department. Once you have verified that the minimum system requirements are met, proceed to the installation instructions.

System Requirements

Platform	Operating System	Processor	RAM	Available Hard-Drive Space	Monitor Settings
Windows	2000, XP™, Vista®, or later	Pentium® II, 300 MHz or higher	128 MB available without scanning; 512 MB available with scanning*	100 MB with Java™ virtual machine; 60 MB without Java virtual machine	24-bit
Macintosh	OS X v10.3x (Panther) or later	Power Mac G3			

*Scanning software compatible with PC only.

Note: Faster configurations provide faster installation and enhance software performance.

Installing the GRADE Software

You will need to have administrative privileges to install the software on your computer. To install the GRADE software, follow these steps:

1. Close all applications.
2. Insert the GRADE CD-ROM into the CD-ROM drive.
3. Follow the instructions for your operating system:

Windows Users:

Wait for the auto-launch to appear, and follow the onscreen instructions to install the GRADE software to your desktop.

Note: If the auto-launch does not run, follow these steps:

a. Double-click **My Computer.**

b. Double-click your CD-ROM drive.

c. Double-click the **Setup.exe** icon to begin installing.

After the GRADE software is installed, another installer will launch for the Java runtime environment™. If the proper version of the Java application is already installed, you will be asked if you would like to reinstall it. Click **No** to exit the installation. If the proper Java version is not installed, a license agreement will appear. Follow the onscreen prompts to complete installation of the Java runtime environment. You may be prompted to restart your computer once installation is complete.

Macintosh Users:

a. Double-click the CD icon that appears on your desktop.

b. Double-click the Setup icon.

c. Follow the onscreen instructions to install the GRADE software to your desktop.

Opening the GRADE Software

To open the GRADE software, follow these steps:

Windows Users:

Go to your computer's **Start** menu. Select **Programs ➔ Pearson ➔ GRADE ➔ GRADE.**

Macintosh Users:

Double-click the **GRADE** icon located where you chose to install it.

–OR–

Go to **Macintosh HD ➔ Applications ➔ GRADE ➔ GRADE.**

Figure 1.

The first time the GRADE software is run, you will be prompted to set up the application for "Only This User" or "All Users." Please note that if you do not have administrative privileges to install software, you will want to select "Only This User."

Updating the GRADE Software

Pearson may make periodic updates to this product. After you install the GRADE software, a window will appear prompting you to check for an update to the software and to select the frequency (*Never*, *Daily*, *Weekly*, or *Monthly*) with which the program will automatically check for updates in the future. (See Figure 2.) If an update is available, follow the onscreen instructions to complete it.

Your computer must be connected to the Internet to check for or download updates. Users will be automatically notified of updates when they log in to their software program, depending on the frequency selected. You can change this frequency at any time by opening the **Help** menu and selecting **Check for Updates.**

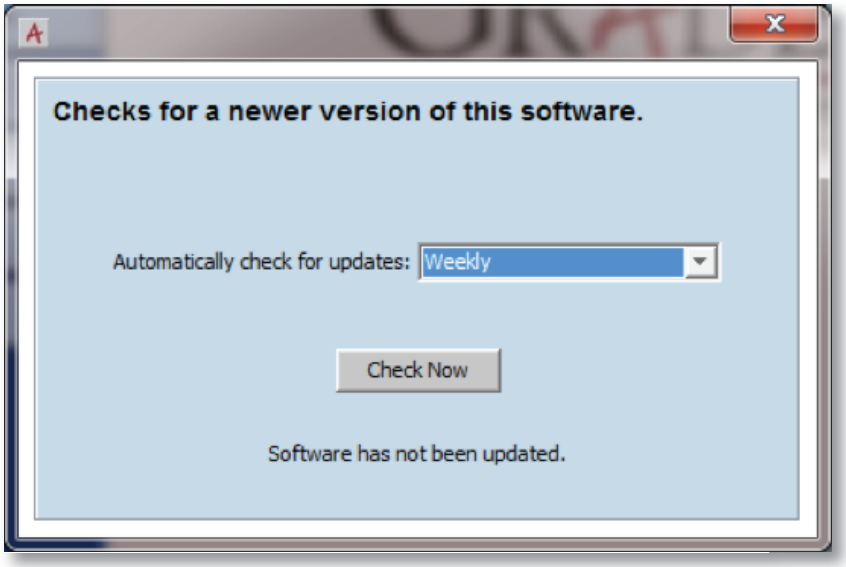


Figure 2. Software window

Uninstalling the GRADE Software

Follow these steps to uninstall the GRADE software:

Windows Users:

1. Click your computer's **Start** button.
2. Select **Programs ➔ Pearson ➔ GRADE ➔ Uninstall GRADE.** The Uninstall Wizard will appear.
3. Follow the onscreen instructions to finish uninstalling.

Macintosh Users:

1. Drag the **GRADE** software folder and desktop icon to the trash.
2. Empty the trash.

Installing the GRADE Client/Server Software

The GRADE client/server software uses Microsoft SQL Server as its back-end database. Your organization must have a registered copy of SQL Server in order for the software to function across a network. Although other database options are listed during database selection, only SQL Server has been tested and approved for use with the GRADE client/server software. To install and run the program on the designated administrative computer, your system administrator must complete the following steps:

1. Create a database instance in SQL Server. For simplicity, it is best to name this database instance "GRADE."

   Note: Do not create any tables in the database. The GRADE client/server software will do this for you later.

2. Create a database user with full database privileges but that is different from the SA user. A user name and password of "GRADE" may help simplify user configuration.

3. Install the GRADE client/server software on the designated administrative computer.

4. On the first run of the application, you will be asked to choose "Only This User" or "All Users."

   - If this computer is used by people other than the administrator, then "Only This User" is the recommended option.
   - If only an administrator uses this machine, then either option may be selected.

5. Next you will be asked to choose a database location. (See Figure 3.) Select **Networked Database**, and click **Next**.

   Note: You may be prompted for your customer name and activation key. Locate this information on the Pearson Software Access Notification letter you received with your CD.

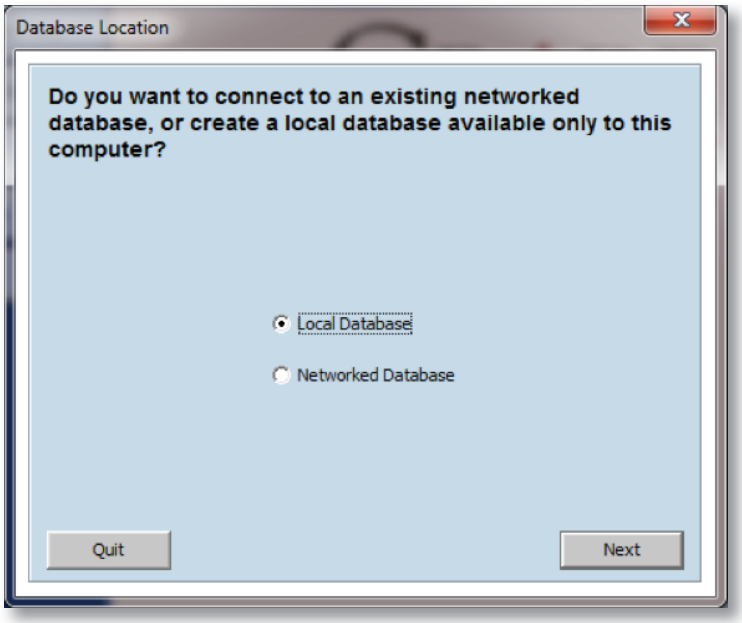


Figure 3. Database Location window

6. Next, you will be asked to select the database you want to use (see Figure 4). Click **Add** to create an initial database connection.

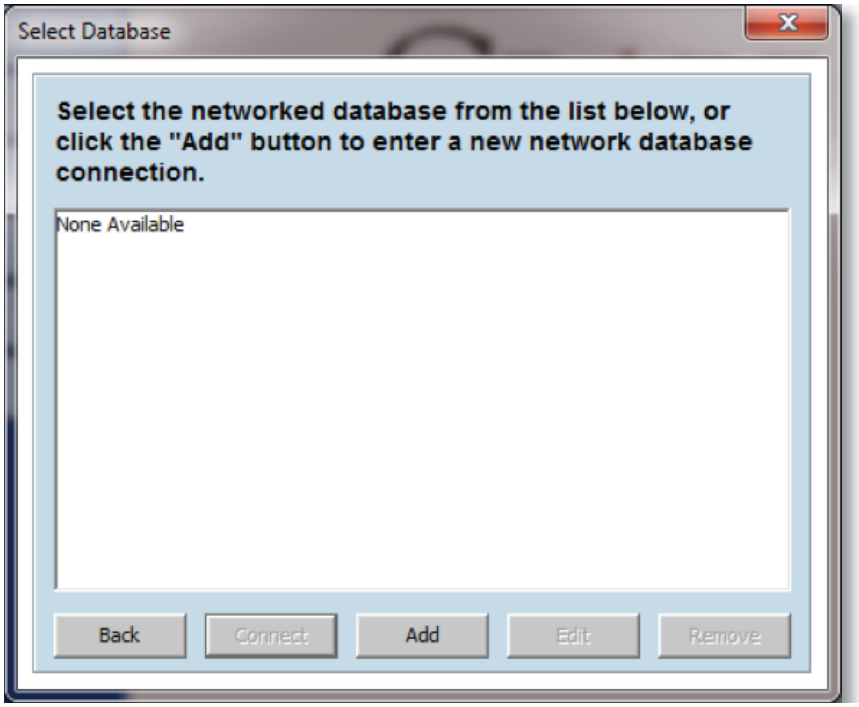


Figure 4. Select Database window

7. In the **Database Connection** window (see Figure 5), do the following:

   a. In the pull-down menu for **Server Type**, select **Microsoft SQL Server.**

b. In the **Friendly Name** field, type the name of the database that you just created.

c. In the **Hostname** field, type the IP address of the server where the database is stored.

Note: The value in the **Port** field is the default for Microsoft SQL Server.

d. Enter in the applicable fields the user name, password, instance, and catalog for the database that you created.

e. Click **Test Connect.**

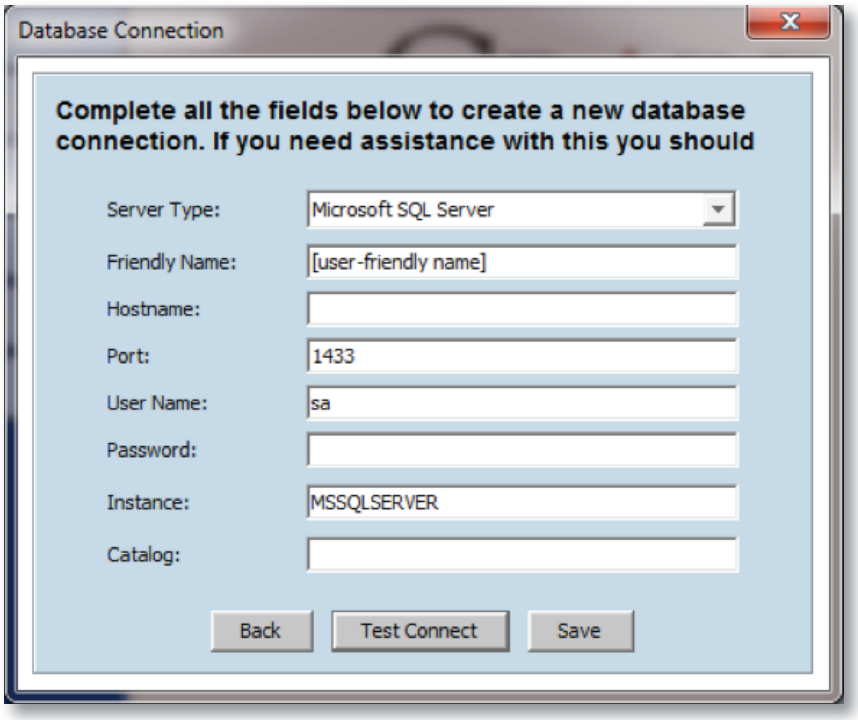


Figure 5. Database Connection window

Note: If the software is correctly directed to your SQL Server database server, the GRADE client/server software will begin creating all of the tables needed for the application. The time this process will take depends on the speed of the machine you are using and the speed of your network and server connections.

a. Once the tables have been created, you may receive a message that your software is not configured for your database. Click **Yes** to configure the database.

b. When the **Activation** window appears (see Figure 6), enter your customer name and activation key, found on the Pearson Software Access Notification letter, in the applicable fields.

c. Click **Continue**.

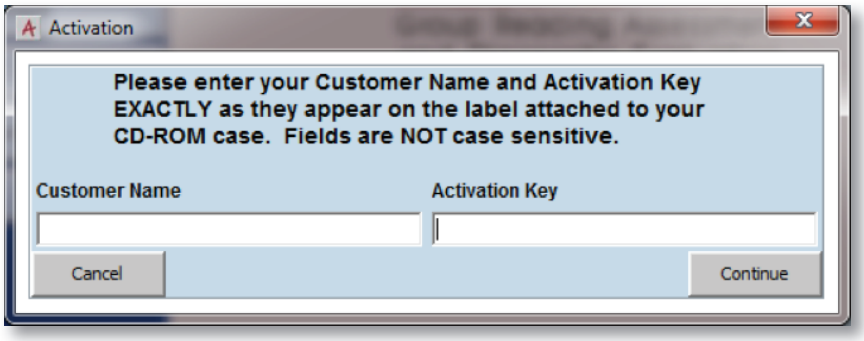


Figure 6. Activation window

8. After entering your customer name and activation key, you will be required to log in to the application. To do so, use the default login found on the Pearson Software Access Notification letter.

9. Create the user names and passwords needed to log in to the system. For instructions on adding users, see the Adding or Editing GRADE Users section of this manual.

   Note: Only an administrative user can add or edit users.

10. After all users have been added to the system, you will need to install the software on each of the client machines that will use the GRADE client/server software.

11. Follow the software installation instructions located in the CD jewel case insert or in the Installing the GRADE Software section of this manual.

    a. When the software is first run, the user will be asked to choose either **All Users** or **Only This User**. Have the user select **Only This User**.

    b. Next, the user will be prompted to choose a local or networked database. Have the user select **Networked Database** and then follow step 7 of this section of the manual.

Note: If you will not be configuring the software, you may want to create a reference sheet showing your users how to do so. Once the user is connected to the database, he or she will be able to log in with the user name and password created for him or her. The next time the user logs in to the application, he or she will automatically be connected to the network database.

Updating the GRADE Client/Server Software

For instructions on updating the administrative copy of the GRADE client/server software, see the Updating the GRADE Software section of this manual.

Note: Only an administrative user can update the GRADE client/server software.

Once the administrative system has been updated, you will be prompted to restart the application. It is recommended that you check for updates at least once a month.

Note: A firewall or proxy server may disallow use of the **Check for Updates** feature. To update the administrative system while preserving network security, include a temporary exception on the proxy or firewall for the www.agssupport.com URL. The **Check for Updates** feature uses the standard http port 80.

When a user logs in after a successful update, he or she will be directed to **Check for Updates** for the most recent software version.

Note: So that other users are not locked out of the application, this is the only time that a nonadministrative user will be allowed to perform this action.

- If network security or lack of Internet access prevents the user from updating the application, he or she can update the application from a network location instead.
- All updates are made to the **Contents** folder, located as follows:
  - For Windows, go to **C:\Program Files\Pearson\GRADE.**
  - For Macintosh, refer to the GRADE software package contents.

If you experience any problems when updating your software, please contact Technical Support at 877-324-2401.
GRADESupport@Pearson.com

Registering the GRADE Software

To register the software, enter in the **Activation** window the customer name and activation key received with your GRADE software.
(See Figure 7.) Then, click **Continue**.

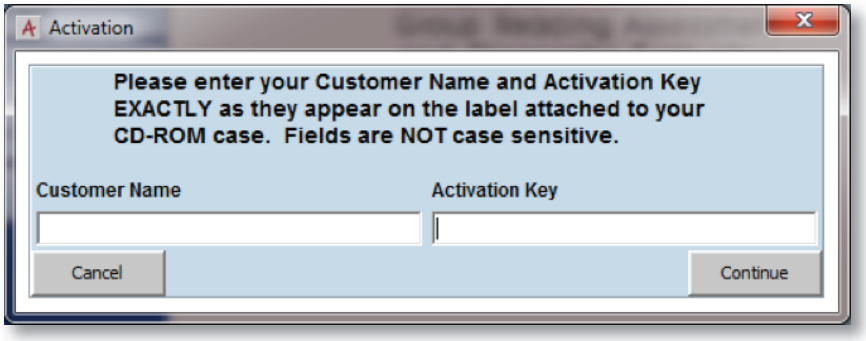


Figure 7. Activation window

Logging In

Enter the **User Name** and **Password** received with your GRADE software and then click the **Login** button. (See Figure 8.)

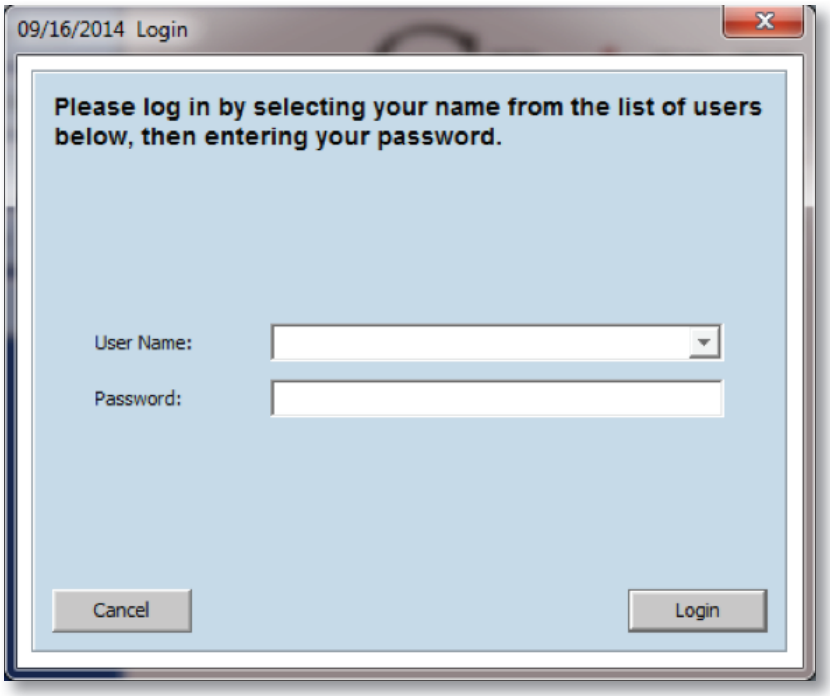


Figure 8. Login window

Note: When launching the GRADE software, type "Admin" in the User Name field and "safety" in the Password field.

Setting up a District

You will be prompted to indicate your school district and the district's ID number, as well as at least one school in the district and the school's ID number. (See Figure 9.) You can also add subdistricts and subdistrict ID numbers. Or, you can enter this information at a later time.

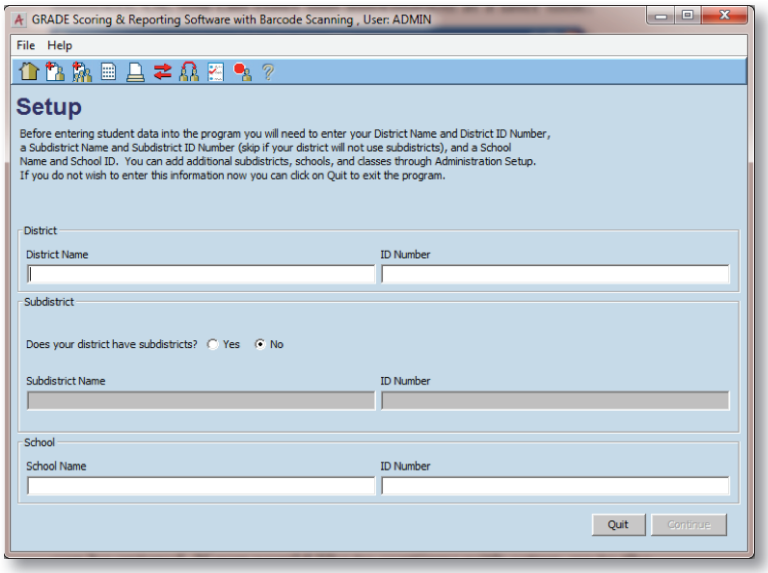


Figure 9. Setup screen

You can continue setting up the test site hierarchy by entering subdistricts, schools, and classes. Or, click Continue to go to the GRADE Home screen. Note that schools must exist in the database before test records can be entered. If you would like to continue with setup, go to the **Administration Setup** screen, where you can add subdistricts, schools, and classes.

Click **Quit** to quit the program without saving the entered data.

Getting Around

If you have used Windows in the past, you should have little trouble navigating the GRADE software. Users who are unfamiliar with Windows may need some help with navigation. Resources for using Windows are available on the Internet at www.microsoft.com. Resources for using Macintosh can be found at www.apple.com. Bookstores have additional materials for using both operating systems.

Basic Navigation

Use any of these methods to move through the program:

- Click the mouse.
- Press the **Tab, Enter, Home, End,** or arrow keys (← ↑ → ↓) on your keyboard.
- Tap the **Space Bar** to select buttons, radio buttons, or check boxes.

Menu Functions

Many functions of the GRADE software are accessed through the **File** and **Help** menus at the top of the screen. Your ability to initiate an action may depend on your user access status. On the following page are several actions that can be initiated through the **File** and **Help** menus.

GRADE Software Menu Functions			
Menu and submenu	**Action**	**User access type**	
		Administrative	**Basic**
File			
Edit Users	Displays the **Administration: Add/Edit Users** screen	•	
Backup/ Restore	Allows the user to back up or restore a database	•	
Log Out	Logs out the user and opens the **Login** screen	•	•
Help			
Help	Displays the **Help** files in Adobe portable document format (Adobe PDF® format)	•	•
Check for Updates	Looks for newer releases of the software (when updates available, user prompted to indicate whether to download now or later)	•	
Send Log Files	Displays a Password entry dialog for entering the Customer Name and Activation Key	•	•
View Log Files	Displays the **Log Viewer** window with messages/errors generated by the application	•	•
Switch Databases	Displays the **Database Location** window that enables the user to switch databases (e.g., from a local to a networked database)	•	•
Update Activation Key	Displays the **Activation** window for entering Customer Name and Activation Key	•	
Release Notes	Displays the **Release Notes** window with release information about GRADE and other Pearson software applications	•	•

GRADE Software Home Screen

After all required information has been entered in the setup screens, you will be able to initiate all GRADE software functions from the GRADE **Home** screen. (See Figure 10.)

Figure 10. GRADE Home screen

The following activities can be initiated by clicking the buttons on the left side of the **Home** screen or by clicking their associated icons at the top of the screen:

Administration Setup

- Add teachers
- Add test sites
- Add categories
- Choose options for scanning unmarked or double-marked answers (scanning version only)
- Add Rosters
- Select Scanner Type

Enter Individual Student Data

- Add new student information
- Edit existing student information
- Add new test record(s) for a student
- Edit existing test information
- Delete test record(s) (Administrative user only)
- Change test owner (Administrative user only)

Enter Group Student Data

- Enter test information for a group
- Select students to be included in a group
- Enter test information for each student in a group

Scan Answer Sheets (Scanning Version Only)

- Scan multiple groups of answer sheets
- Edit all errors or discrepancies before importing
- Import scanned data into the GRADE database
- Create barcode labels for answer sheets (scanners with a barcode reader will be able to identify students by this label upon import)
- Pre-slug answer sheets with student demographic information

Note: The Scan Answer Sheets button and icon will not appear unless you have purchased GRADE scanning capabilities. The barcode and pre-slugging capability will not be functional if you have not purchased this feature.

Run Reports

- Generate reports by student, teacher, or test site (**District, Subdistrict, School,** or **Class**)
- Select multiple report options
- Run individual or group reports by test or grade level
- Generate reports for a selected date range

Import or Export Data

- Import student information into database
- Import teacher information into database
- Import Test Sites
- Update Student Demographics
- Export student information

- Export student information and derived scores for a selected date range

Merge Data

- Move individual students from one GRADE database to another
- Move groups of students from one GRADE database to another

Note: To return to the **Home** screen from any of these six program screens, click on the **Home** icon.

Exit the GRADE Software

To exit the GRADE software application, click the **Exit** button on the toolbar. Or select **Log Out** from the **File** menu.

Additional functions can be performed using the **File** and **Help** menus at the top of the screen.

Adding or Editing GRADE Users

To add or edit users who have access to the GRADE software application, complete these steps:

1. Open the **File** menu, and click on **Edit Users** to display the **Administration: Add/Edit Users** window. (See Figure 11.)

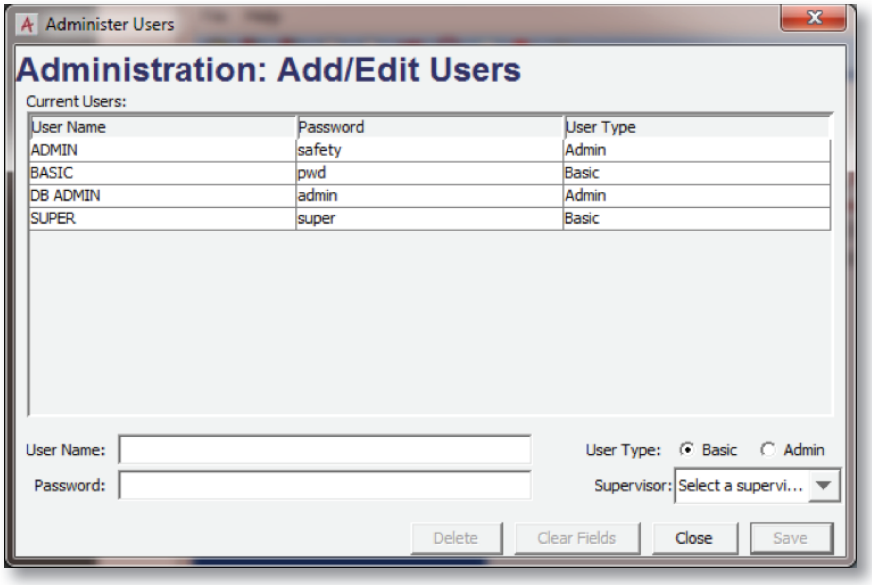


Figure 11. Administration: Add/Edit Users window

2. To add a new user, do the following:

   a. Enter the new user's name and a password in the indicated fields. Click the **Clear Fields** button to clear the **User Name** and **Password** fields.

   b. Designate Basic or Administrative user by clicking the applicable radio button in the lower right-hand corner.

c. If required, select a supervisor from the pull-down menu.

d. Click **Save** to save changes, and then click **Close**. Or, just click **Close** to return to the **Home** screen without saving any changes.

3. To edit a current user, do the following:

a. Click the current user information you want to edit.

b. Change the desired information.

c. Click **Save** to save the changes.

Backing up a GRADE Database

The **Backup/Restore** window allows you to back up the current database. It is also where to restore data saved on a particular date in cases where data may have been corrupted or lost.

1. Click **Backup/Restore** from the **File** menu to display the **Backup/Restore** window. (See Figure 12.)

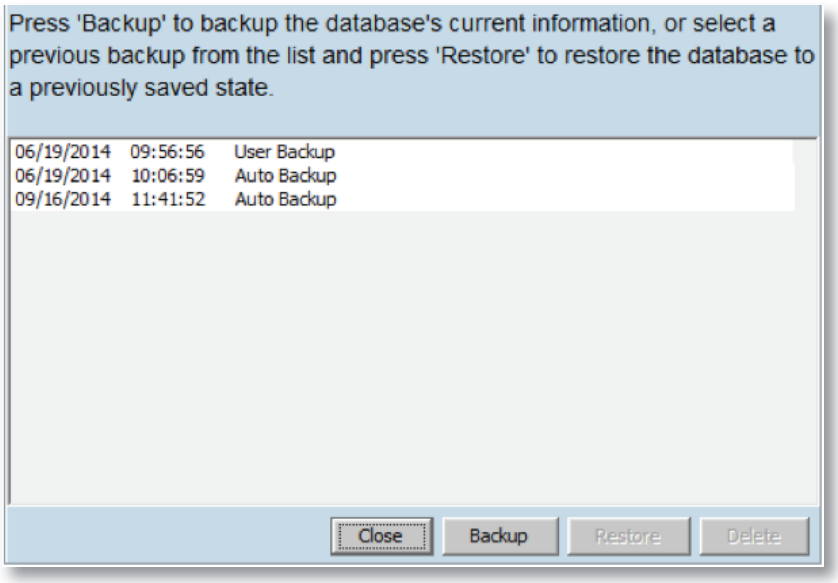


Figure 12. Backup/Restore window

2. Click the **Backup** button to back up current information in the GRADE database.

a. If the application can successfully create a backup file, the **Backup Complete** dialog box will appear. (See Figure 13.)

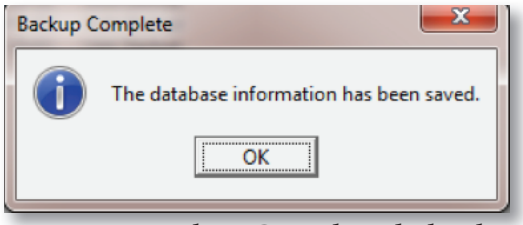


Figure 13. Backup Complete dialog box

b. The date and time of the backup will appear in the **Backup/Restore** window.

Restoring a GRADE Database

Follow these steps to restore data saved on a previous date:

1. Click **Backup/Restore** from the **File** menu to display the **Backup/Restore** window. (See Figure 12.)
2. Select the backed-up database that you want to restore, and then click **Restore**.
3. Verify that you want to restore the selected database. (See Figure 14.)

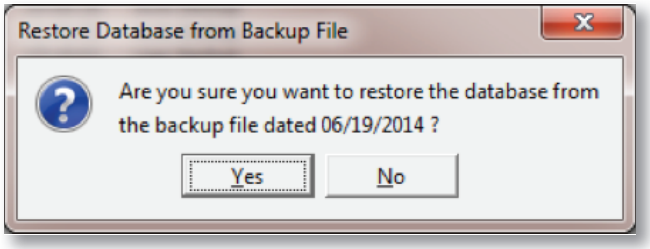


Figure 14. Restore Database from Backup File prompt

Note: If the selected database is successfully restored, the **Restore Complete** dialog box will appear. (See Figure 15.)

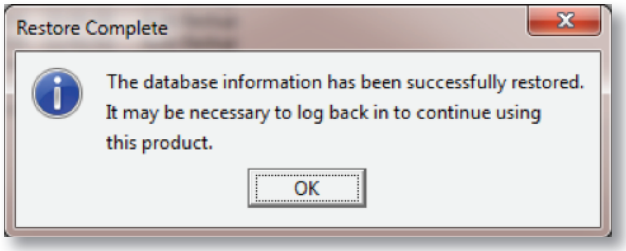


Figure 15. Restore Complete dialog box

Deleting a GRADE Database

To delete a backed-up database, do the following:

1. Click **Backup/Restore** from the **File** menu to display the **Backup/Restore** window. (See Figure 12.)
2. Click the backed-up database you want to delete.
3. Click the **Delete** button.

Note: The **Backup/Restore** function can be accessed only from the **Home** screen. If you try to access this function from another screen, the **Requires Home Screen** prompt will appear. (See Figure 16.)

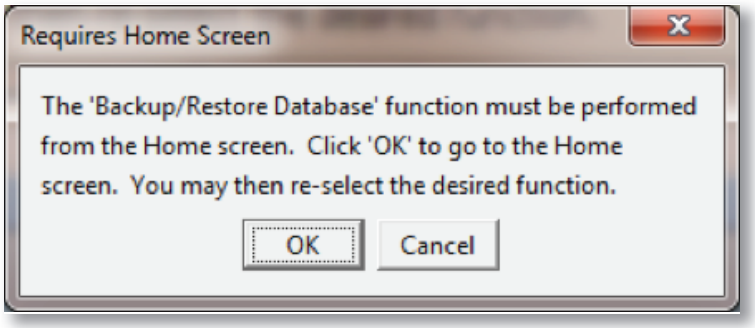


Figure 16. Requires Home Screen prompt

Note: Clicking **OK** brings you to the **Home** screen, and clicking **Cancel** keeps you at the current screen.

Logging out and Exiting

To log out of the GRADE software application, follow these steps:

1. Click **Log Out** from the **File** menu. The **Login** window will then appear. (See Figure 17.)
2. You or another user can log in from the **Login** window by entering a user name and password and then clicking the **Login** button.

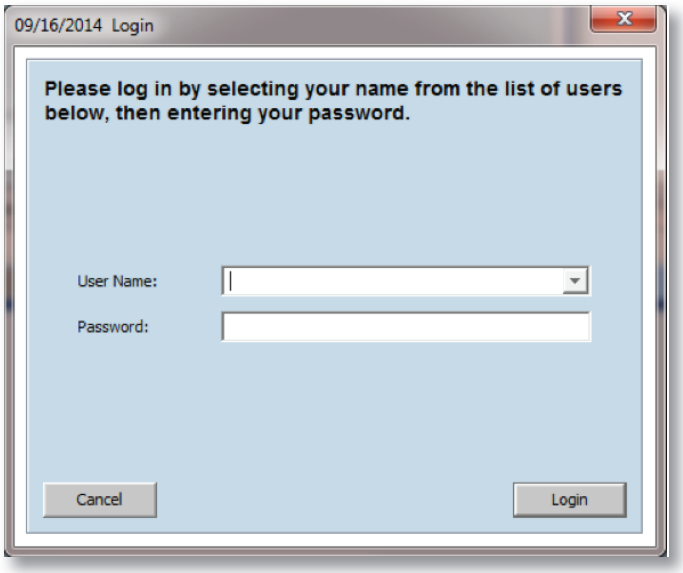


Figure 17. Login window

3. Click **Cancel** to go to the **Database Location** window. (See Figure 18.) Click **Quit** to exit the program.

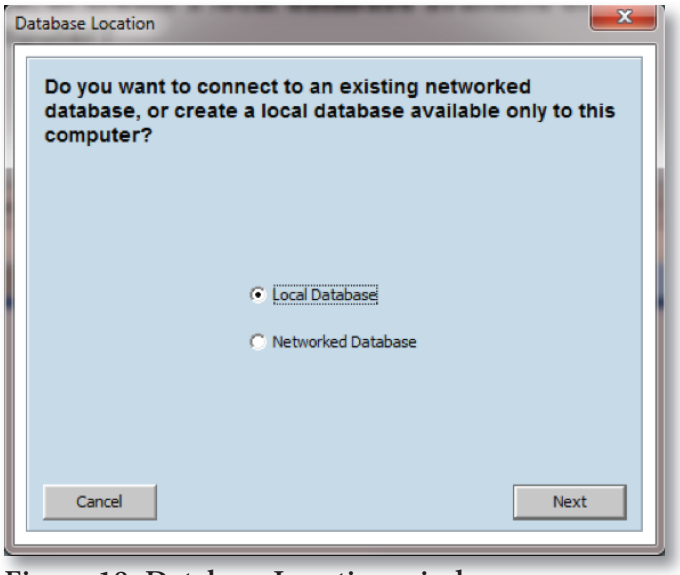


Figure 18. Database Location window

Administration Setup

The **Administration Setup** screen allows the user to add, modify, or delete information in the GRADE software database by clicking the **Teachers, Test Sites, Categories,** or **Scanning** (scanning version only) tabs at the top of the screen.

Setting up Teacher Records

Clicking the **Teachers** tab allows you to set up and manage the teacher list. (See Figure 19.) All teachers in the database are listed (Inactive teacher records are displayed in light gray). An individual teacher can be added by clicking the **Add** button at the bottom of the screen. The **Teacher Name, Teacher ID,** and **Status** (Active or Inactive) can be changed by clicking the record and then clicking the **Edit** button.

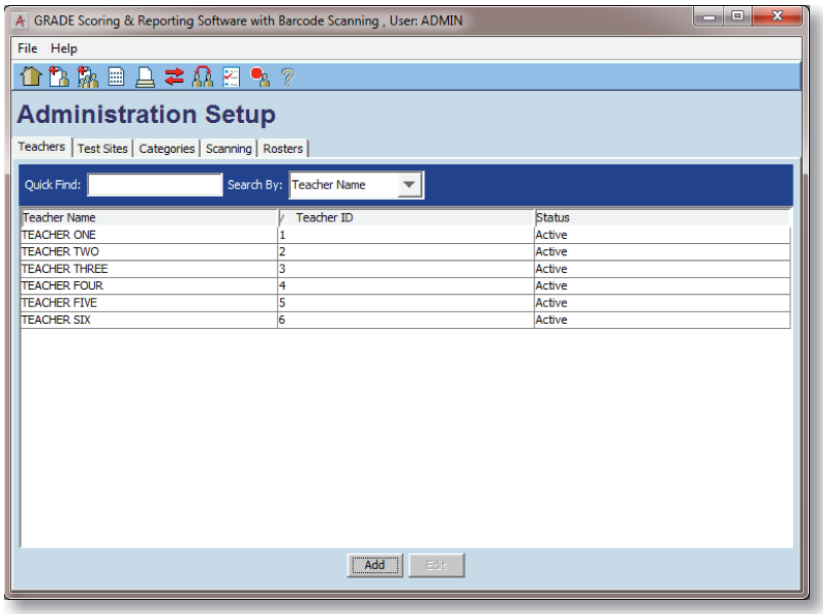


Figure 19. Administration Setup screen, Teachers tab

To Add a Teacher

Complete these steps to add teachers to the GRADE database from the **Teachers** tab:

1. Click the **Add** button at the bottom of the screen.
2. Enter the new teacher's name and ID number in the **Add Teacher** window. (See Figure 20.) Both the teacher's name and ID number must be entered in order to save the new information.
3. Click **Save** at the bottom of the window to save the record. The name and ID number of the new record will appear as Active in the teacher list.

4. To exit the **Add Teacher** window without saving the new information, click **Close**.

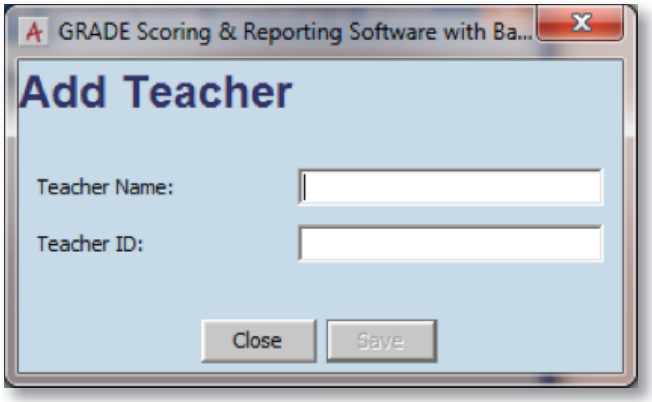


Figure 20. Add Teacher window

To Edit a Teacher

To edit teacher information from the **Teachers** tab, do the following:

1. Select the teacher record you want to edit by clicking the teacher name once and then clicking **Edit** at the bottom of the screen. This will display the teacher's name and ID number as well as his or her status (Active or Inactive). You may search for the teacher by entering the search information in the **Quick Find** field and indicating the search filter (**Teacher Name, Teacher ID,** or **Status**) with the **Search By** pull-down menu.
2. From the **Edit Teacher** window (see Figure 21), click the field you want to edit.
3. Click **Save** to save the change(s) and exit the **Edit Teacher** window. Or click **Close** to exit the **Edit Teacher** window without saving any change(s).

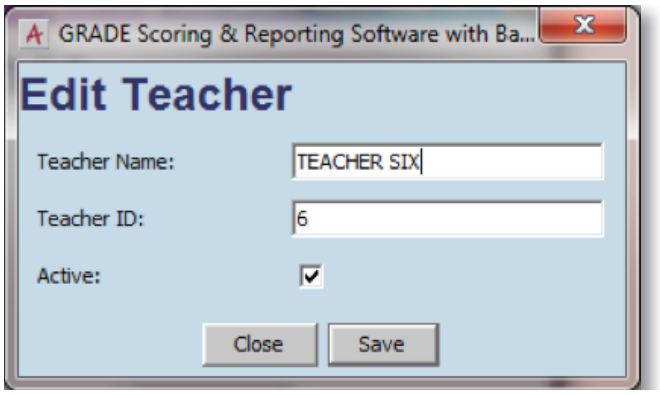


Figure 21. Edit Teacher window

Note: If you mistakenly enter an existing teacher name while adding a new teacher record or editing an existing one, you will be notified that the record already exists. (See Figure 22.)

- Click **Yes** to create the record.
- Click **No** to return to the **Add Teacher** window.

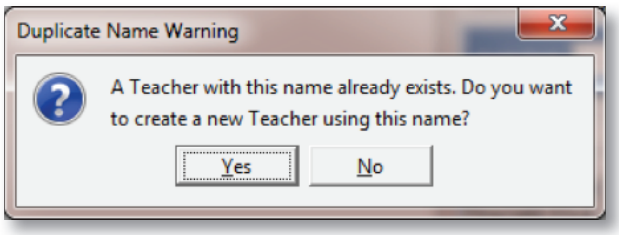


Figure 22. Duplicate Name Warning prompt

Note: If you mistakenly enter an existing teacher ID number while adding a new teacher record or editing an existing one, you will be notified that the ID number already exists. (See Figure 23.)

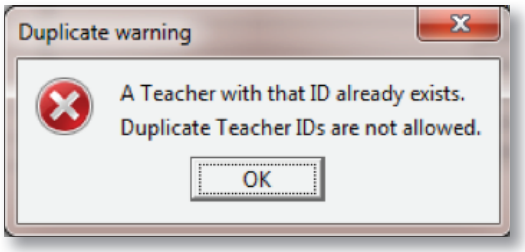


Figure 23. Duplicate Warning dialog box

Setting up a Test Site

Clicking on the **Test Sites** tab allows you to set up and manage test sites. (See Figure 24.) You will start at the highest level (**District**) and then move down to the lower levels (**Subdistrict, School, Class**) by double-clicking the parent test site name. This will display a list of sites that are associated with the parent test site.

- Adding a new test site can be done at any level below the **District** level by clicking the **Add** button.
- A site name, ID number, or status can be changed by clicking a test site and then clicking **Edit**.

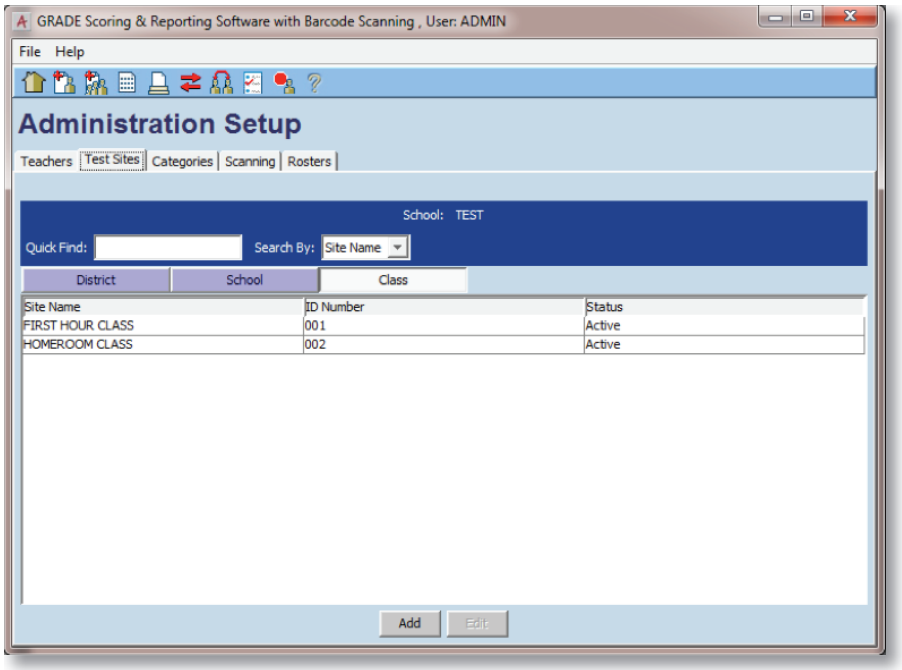


Figure 24. Administration Setup screen, Test Sites tab

To Add a Test Site

Complete these steps to add a test site to the database from the **Test Sites** tab:

1. Using the test site buttons (**Subdistrict, School,** and **Class**) at the top of the screen, display the test site list you want to add to.

   Note: You cannot add a district using the **Test Sites** tab.

2. Click the **Add** button at the bottom of the screen to display the **Add Subdistrict** window, **Add School** window, or **Add Class** window (depending on which test site button you have previously selected). See Figure 25.

3. Enter the test site name and ID number. An ID number must accompany the test site name in order to save the new information.

4. Click the **Save** button at the bottom of the window to save the new information. The test site name and ID number of the new record will appear as Active in the applicable test sites list (**Subdistrict, School,** or **Class**). Or, click **Close** to exit the window without saving any change(s).

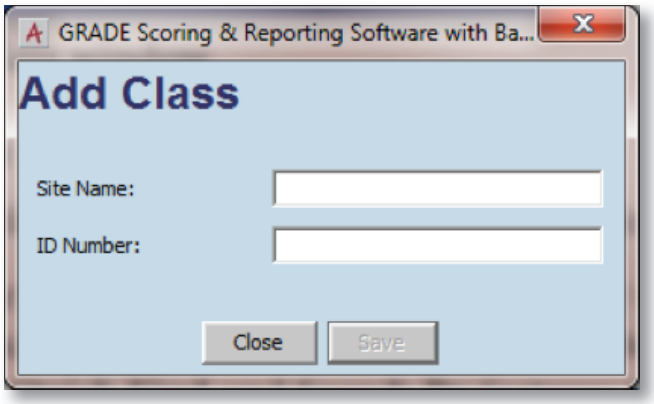


Figure 25. Add Class window

To Edit a Test Site

To edit test site information from the **Test Sites** tab, do the following:

1. Select the test site record you want to edit by clicking the test site name once and then clicking **Edit** at the bottom of the screen. (Use the **Quick Find** and **Search By** features to search for the test site record.) The test site name and ID number for a **District, Subdistrict, School,** or **Class** will appear, as well as its status (Active or Inactive). See Figure 26.
2. From the **Edit Subdistrict** window, **Edit School** window, or **Edit Class** window, click on the field(s) you want to edit.
3. Click **Save** to save the change(s) and exit the **Edit** window. Or click **Close** to exit the **Edit** window without saving any change(s).

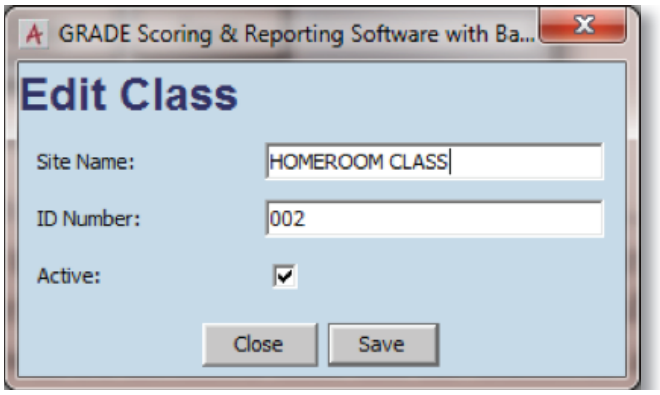


Figure 26. Edit Class window

Note: ID numbers must be unique within a level (e.g., all classes within a school must have unique ID numbers). If you mistakenly enter an existing test site ID number while adding a new test site record or editing an existing one, you will be notified that the ID number already exists.

Setting up Categories

Clicking the **Categories** tab allows you to set up and manage categories. All categories in the database will be listed here. (See Figure 27.)

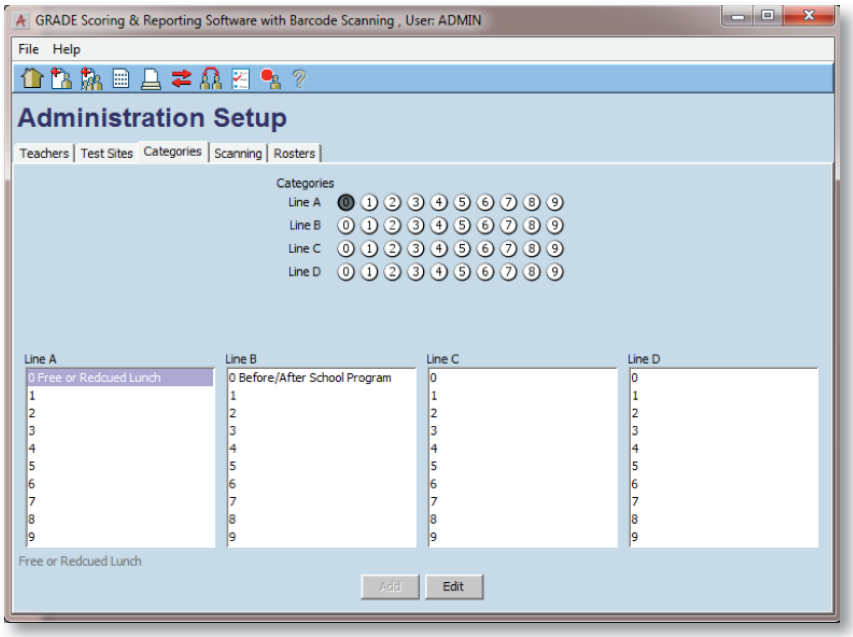


Figure 27. Administration Setup window, Categories tab

To Add a Category

1. Click the numbered button (choose from 0 through 9) in Line A, B, C, or D for which you want to assign a new category.

   Note: The numbered buttons represent how the categories appear on the scannable form and can be used to access and edit a particular category.

2. Click **Add** at the bottom of the screen.
3. Add the text for the new category in the **Add Category** window. (See Figure 28.)
4. Click **Save** to save the new category. Or, click **Close** to exit the **Add Category** window without saving any change(s).

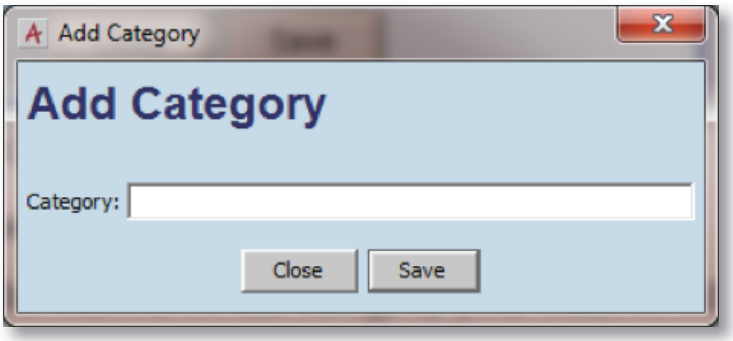


Figure 28. Add Category window

To Edit a Category

1. Click the button of the category you want to edit. Or click the category under Line A, B, C, or D at the bottom of the screen.
2. Click the **Edit** button to display the **Edit Category** window. (See Figure 29.)
3. Change the **Category** text.
4. Click **Save** to save the change(s), or click **Close** to exit the window without saving any change(s).

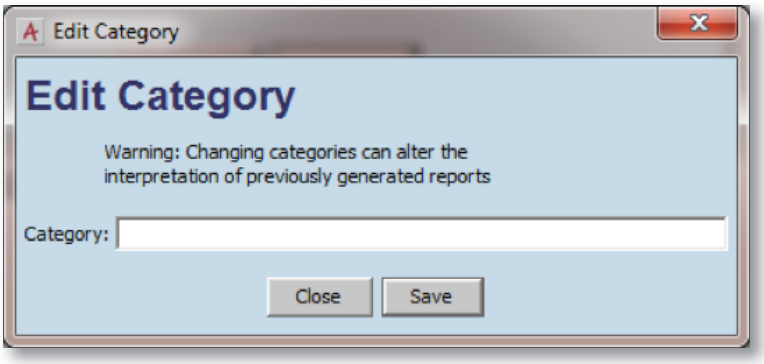


Figure 29. Edit Category window

Setting up Scanning Functionality (Scanning Version Only)

Clicking the **Scanning** tab allows you to select **Scanning Options**. (See Figure 30.)

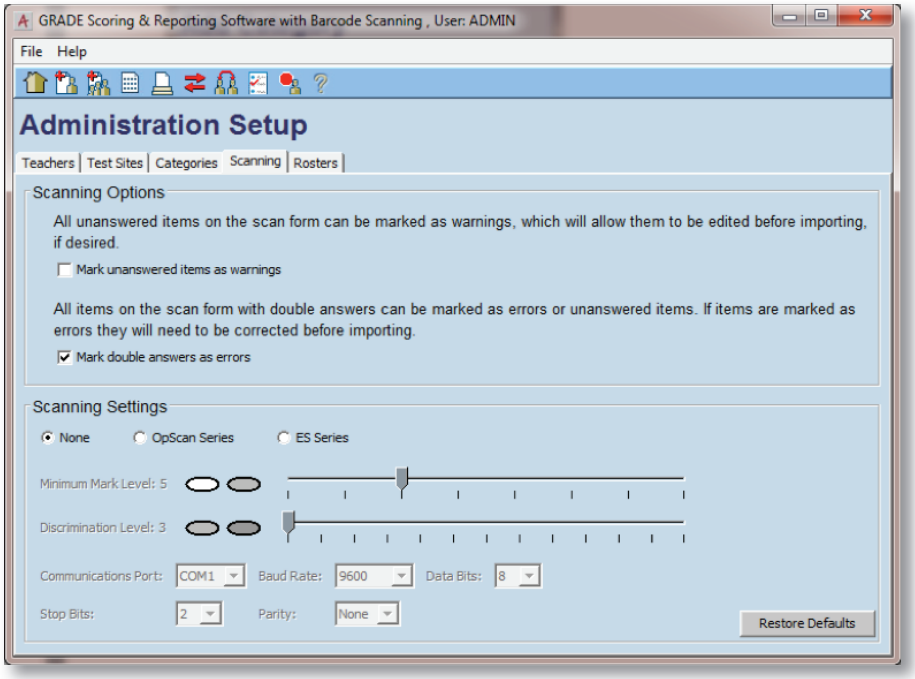


Figure 30. Administration Setup screen, Scanning tab

You can specify one or both of the following two options for scanned data:

- To mark all unanswered items on the scannable form as warnings for editing before importing
- To mark items with two or more answers as errors that must be edited before importing

You can also select the type of scanner you will be using with the GRADE software. If you do not make a selection, the software will default to the OpScan Series scanner setting.

- Configuration for OpScan Series scanners is done automatically, so you will not need to configure the scanner setting.
- If you are using an ES Series scanner, you will need to choose the correct configuration prior to scanning. If you need assistance with these settings, consult your local technical support department before contacting Pearson Technical Support.

Setting up Rosters

Clicking on the **Rosters** tab allows you to set up and manage rosters. All rosters in the database will be listed here. (See Figure 31.)

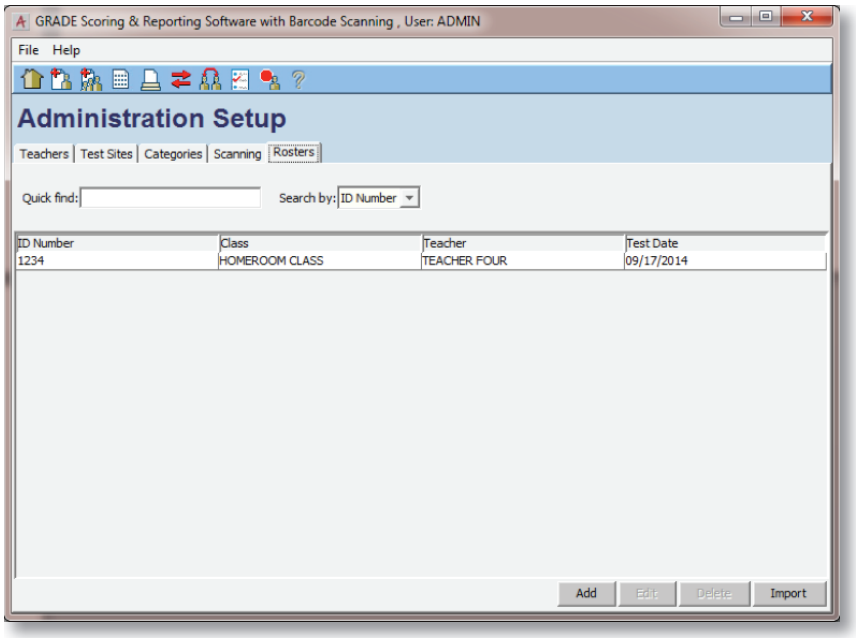


Figure 31. Administration Setup window, Rosters tab

To Add a Roster

1. Click the **Add** button at the bottom of the screen.
2. Enter the ID Number for the roster in the **Add Rosters** screen (see Figure 32).
3. Enter the Test Date for the roster.
4. Click the **Select** button next to the **Class** text field to navigate to the correct class.
5. Click the **Select** button next to the **Teacher** text field to navigate to the correct teacher.
6. Optionally, you may add categories to your roster. Clicking on the **View Categories** button will display any categories stored in the database (see Figure 33).
7. Click the **Save Roster** button at the bottom of the screen.

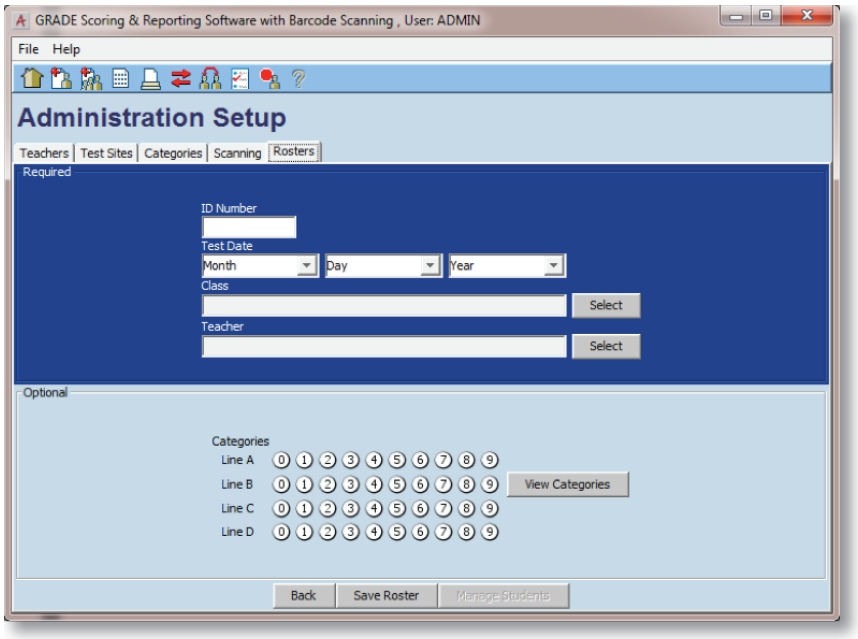


Figure 32. Add Rosters screen

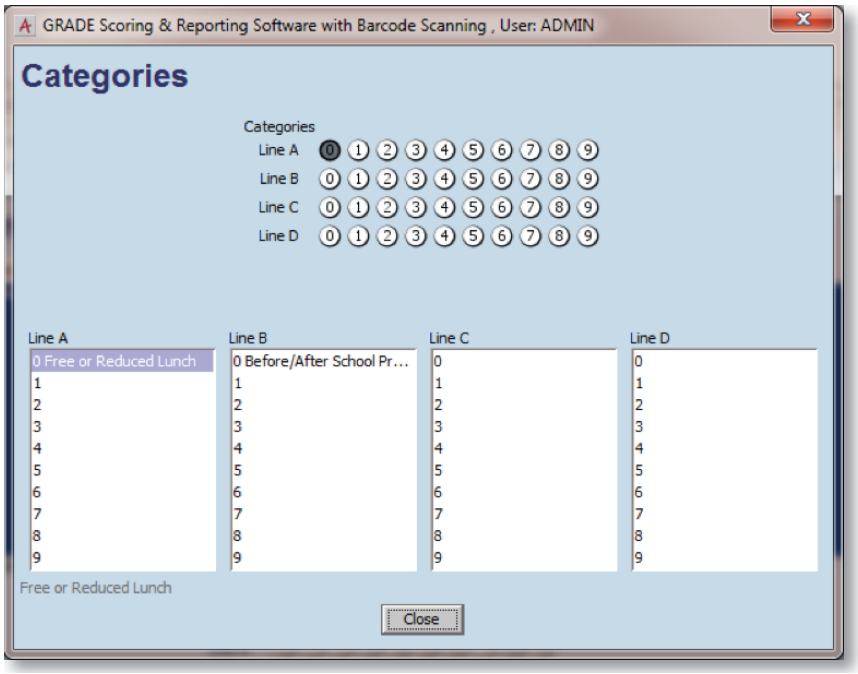


Figure 33. View Categories window

To Add Students to a Roster

A Roster must already exist and have been saved before you are able to add students to it.

1. You may access the roster either immediately after saving it or through the **Rosters** tab by clicking on the roster and then clicking the **Edit** button.
2. Click the **Manage Students** button at the bottom of the screen.
3. In the **Update Students for Roster** window (see Figure 34) you may select the students for the roster and click the **Add** button to add them to the roster.
4. If you need to remove any or all students you may select them from the Students in Roster list and click the **Remove** button.
5. Click the **Update** button to save your changes and return to the **Add Rosters** screen.
6. Click the **Save Roster** button to save the roster with the changes made to the students.

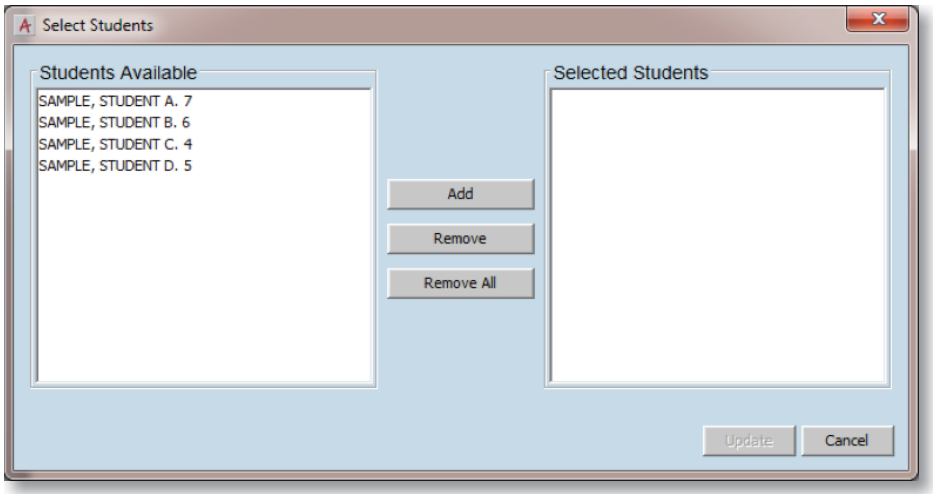


Figure 34. Update Students for Roster window

To Edit a Roster

To edit a roster, including which students reside in it, do the following:

1. On the **Rosters** tab (see Figure 31), highlight the roster you want to edit and click the **Edit** button.
2. You may change any fields you wish, including changing the students that are in your roster.
3. Click the **Save Roster** button at the bottom of the screen.

To Delete a Roster

To delete a roster, do the following:

1. On the **Rosters** tab (see Figure 31), highlight the roster you want to delete and click the **Delete** button.
2. When prompted, verify the rosters to be deleted.

To Import a Roster

To import a roster, do the following:

1. Click the **Import** button at the bottom of the screen.
2. In the Open prompt, double-click the file. Or click the filename once, and then click the **Open** button. The file will automatically import.

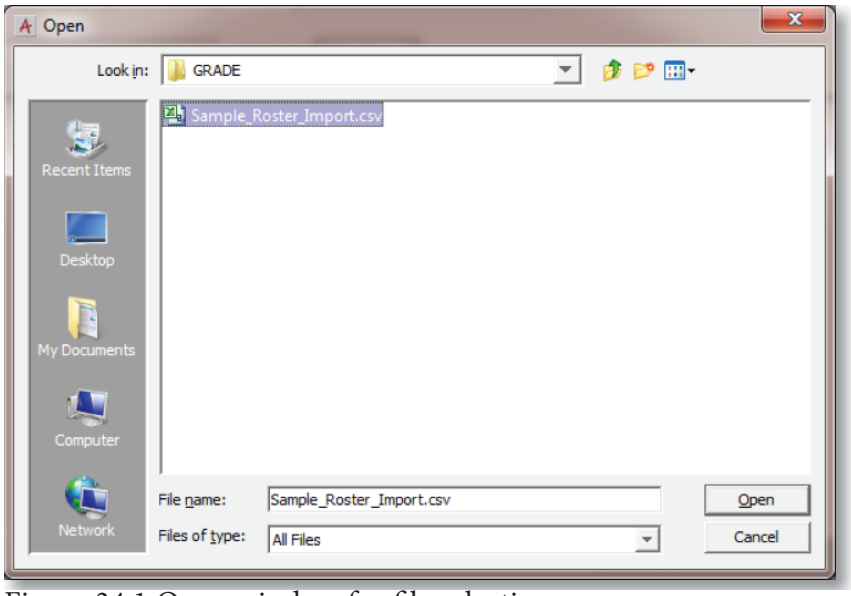


Figure 34.1 Open window for file selection.

3. The Import Results window will display.

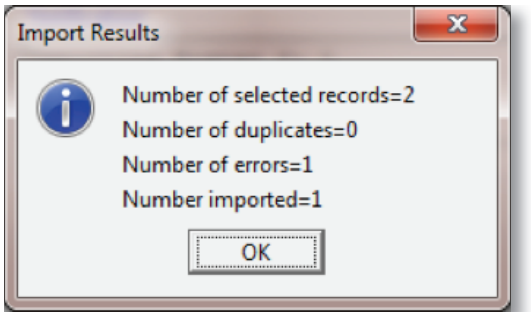


Figure 34.2 Import results window.

4. Click **OK**.

Entering Individual Student Data

After entering all required administrative information in the GRADE software, you can enter student information. Click the **Enter Individual Student Data** button on the **Home** screen to access the **Select or Add Student** screen. (See Figure 35.) All student records that currently exist in the database are listed. You can add a student record or select one for editing or test administration. Student records can also be deleted from this screen.

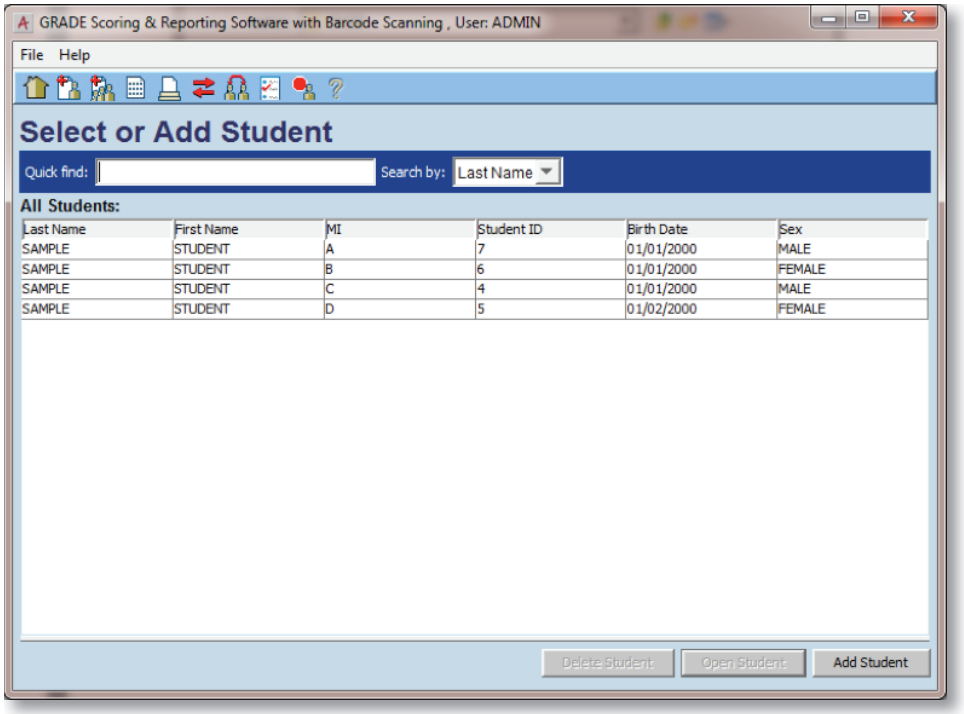


Figure 35. Select or Add Student screen

Selecting Individual Student Records for Viewing

Using the **Quick Find** and **Search By** functions, you can search for students by **Last Name**, **First Name**, **MI** (Middle Initial), **Birth Date**, **Sex**, or **ID Number**. Also, the list of students can be sorted by clicking any column heading. The list will be ordered alphabetically by last name. Clicking the column heading again will sort the list in the reverse order.

You can view an individual student's test records by doing either of the following:

- Double-click the row that has the student's identifying information.
- Click the row once, and then click the **Open Student** button at the bottom of the screen.

The **Student Information** screen will appear, listing the selected student's demographic information and his or her current test records. (See Figure 36.)

From this screen you can do the following:

- Add a new test record
- Open an existing test record
- Delete a test record
- Change a test owner

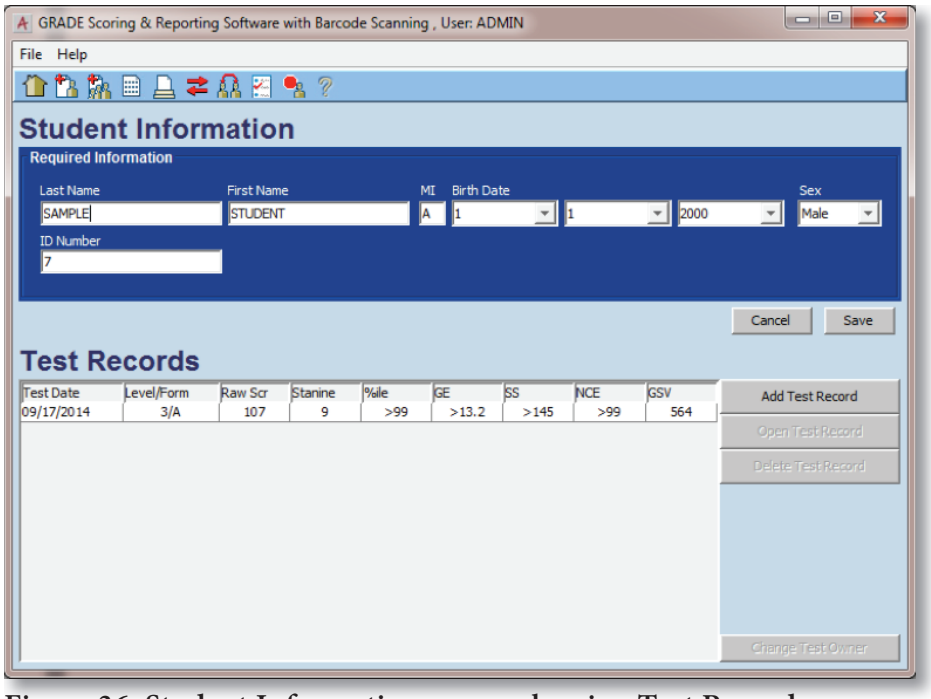


Figure 36. Student Information screen showing Test Records

Note: Only test records owned by the current user will be available for editing or deleting. New test records can be added by any user.

Adding a Test Record

To add a new test record, click **Add Test Record** on the **Student Information** screen. You must enter information from a test administration in the **Test Record: Information** screen. (See Figure 37.) Select the applicable class, teacher, and GRADE test information for the specific test record.

- The student's **Grade** must be selected before a **Level** (i.e., test level) and **Form** can be selected.
- Values for **Level** are listed based on the **Grade** selected.
- **On Level** test form choices appear in black, **On Level** (special) test forms appear in blue, and **Out-of-Level** test forms appear in red.

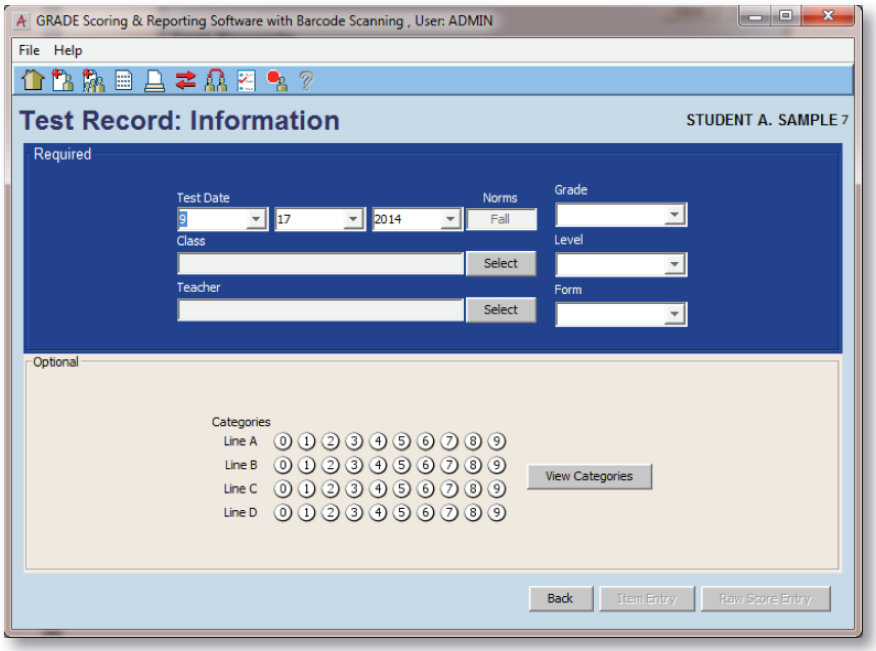


Figure 37. Test Record: Information screen

Selecting a Class

The **Select Class** window allows you to select or add a class for a test administration. (See Figure 38.) You can locate a class using the **Quick Find** and **Search By** features, or you can sort classes by clicking the **Site Name** or **ID Number** column heading.

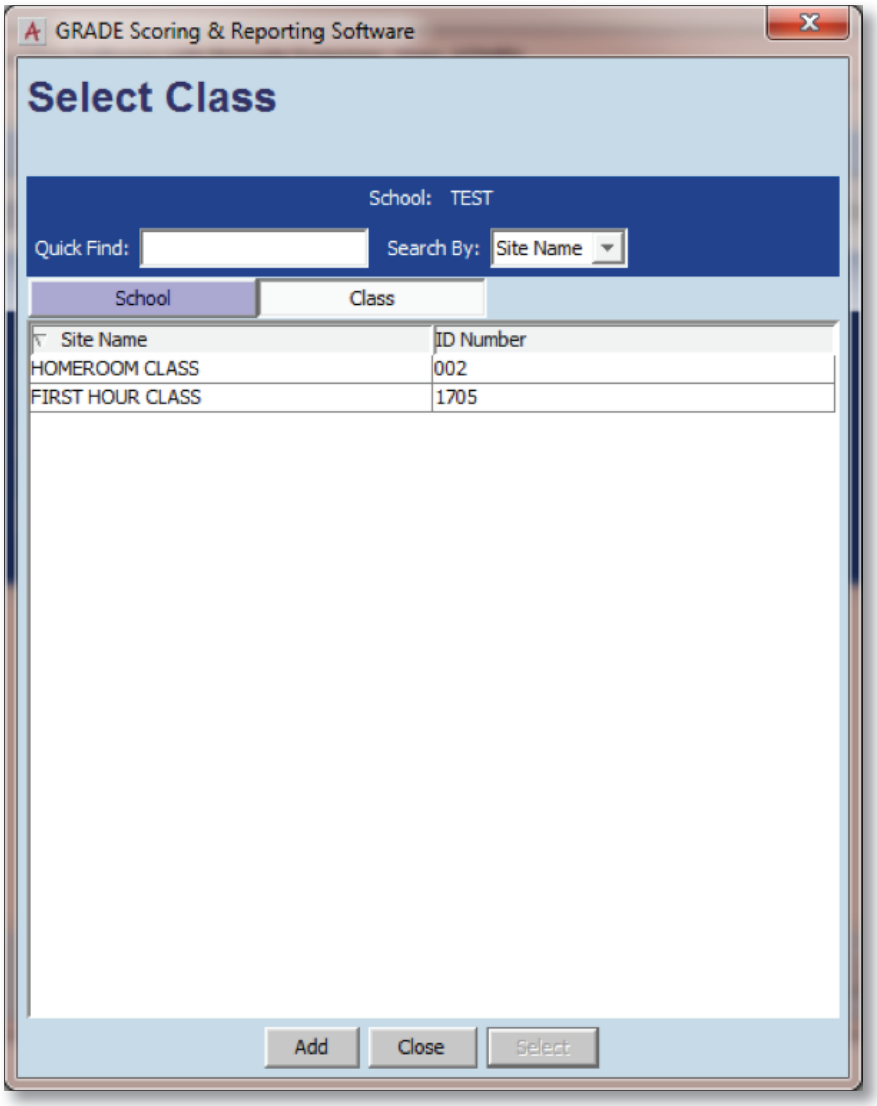


Figure 38. Select Class window (Subdistrict level not included in Administration Setup)

Buttons at the top of the window correspond to one of the available test site levels (**Subdistrict**, **School**, and **Class**) that were created in the **Administration Setup** screen.

- Clicking one of the buttons will list all sites in the selected sublevel that belong to the selected level.
- A level must be selected before a sublevel can be selected. For example, choosing a class involves first selecting a subdistrict (if indicated), then a school within the selected subdistrict, and finally a class within the selected school.
- Inactive classes are not shown.
- You can add a class using the **Class** option.

- You can edit classes in the **Administration Setup** screen. (See Setting up a Test Site, under **Administration Setup**.)

Note: The GRADE software will manage the current hierarchy and will present a list of current classes to choose from on subsequent test site selections.

To Add a New Class

You can add a new class by clicking the **Add** button at the bottom of the window.

- In the **Add Class** window, add a new class by entering a site name and ID number. (See Figure 39.)
- Clicking **Save** will save the new class information and automatically add the newly created class to the test record.

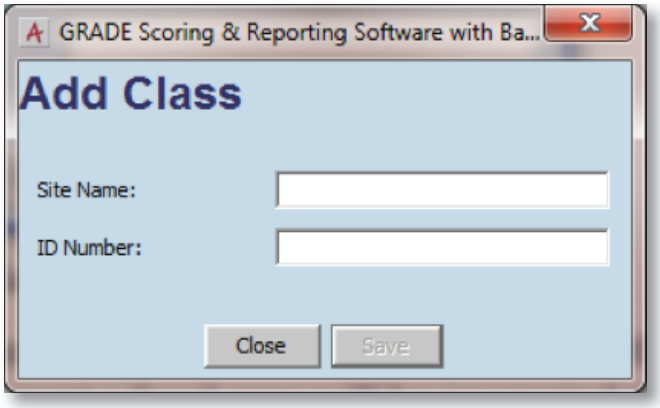


Figure 39. Add Class window

Note: If the ID number you entered already exists in the database and within the current school, you will be prompted to enter a unique ID number.

Selecting a Teacher

The teacher list in the **Select Teacher** window can be sorted by clicking on column headings or by using the **Quick Find** and **Search By** features. (See Figure 40.) Select a teacher by clicking the teacher name once and then clicking **Select**.

- You can sort by **Teacher Name** or **Teacher ID**.
- Inactive teacher records are not shown.

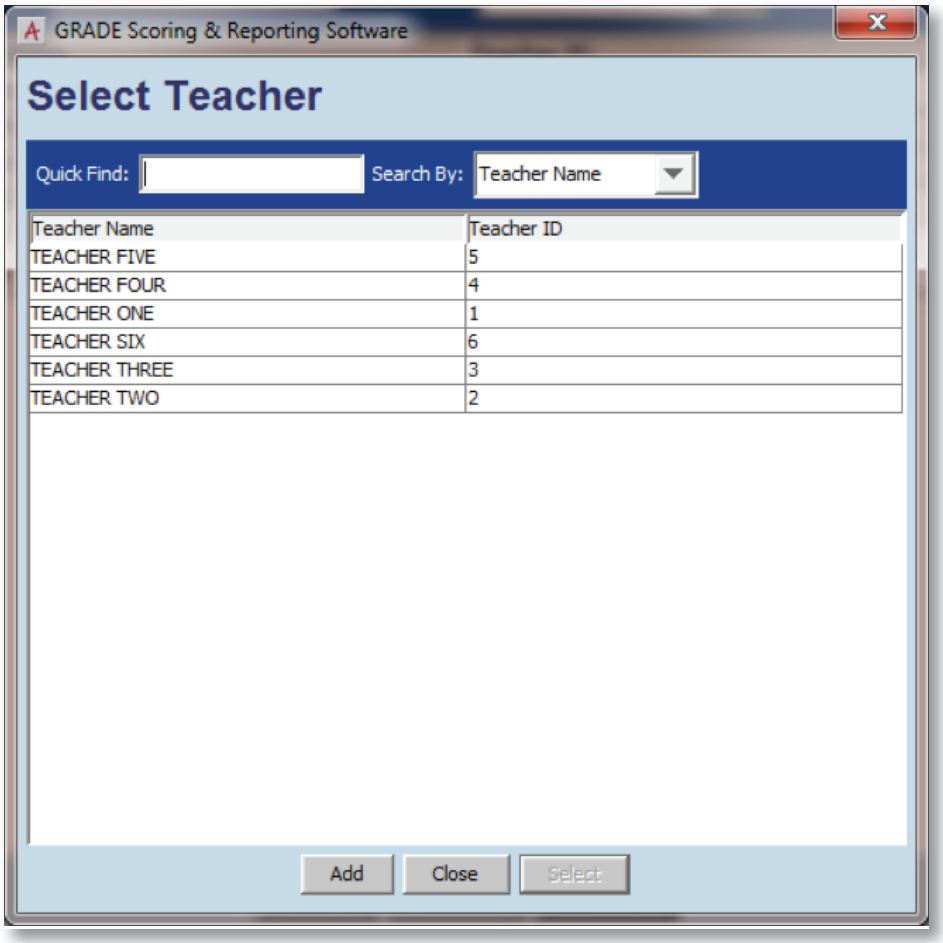


Figure 40. Select Teacher window

To Add a New Teacher

A new teacher can be added by clicking the **Add** button. In the **Add Teacher** window, enter the **Teacher Name** and **Teacher ID**. (See Figure 41.)

- Clicking the **Save** button will save the new information and automatically add it to the test record.
- Clicking **Close** will return you to the teacher list without saving any new information.

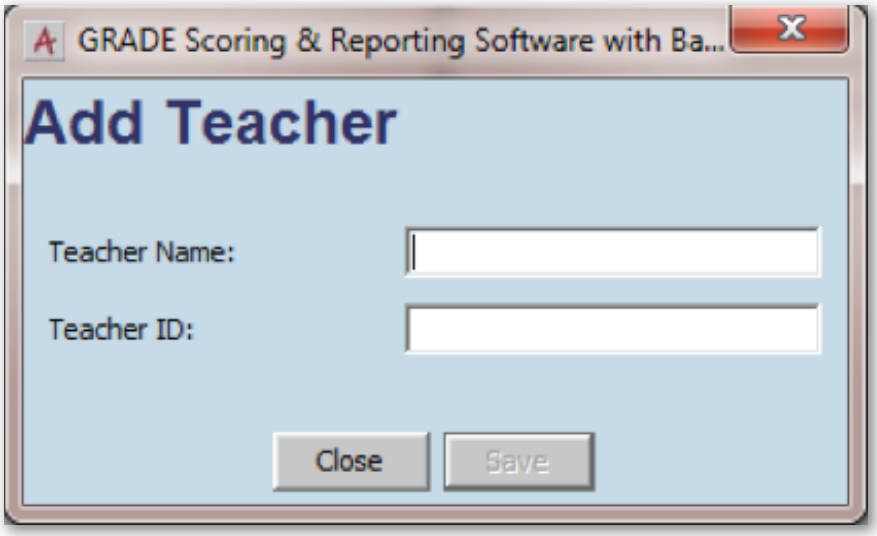


Figure 41. Add Teacher window

Note: If the **Teacher ID** you entered already exists in the database, you will be asked to enter a unique ID number. If the **Teacher Name** already exists, you will be asked if you would like to create a new teacher record using the name you entered.

- Clicking **Yes** creates a new teacher record.
- Clicking **No** returns you to the **Add Teacher** window.

Entering Category Information

In the **Test Record: Information** screen (see Figure 37), click **View Categories** to view the current list of categories. To select or deselect a **Category**, click the applicable category line (A, B, C, or D) and number (choose from 0 through 9).

Selecting Method of Data Entry

Choose whether to enter scores by item or raw score. Click **Item Entry** or **Raw Score Entry** at the bottom of the **Test Record: Information** screen.

Entering Item Responses

If **Item Entry** is selected, the **Test Record: Item Entry** screen will appear. (See Figure 42.)

- All applicable subtests for the student (based on the selected **Grade, Level**, and **Form**) are listed under **Subtest**, on the left-hand side of the screen.
- The subtest for which scores are to be entered is highlighted.

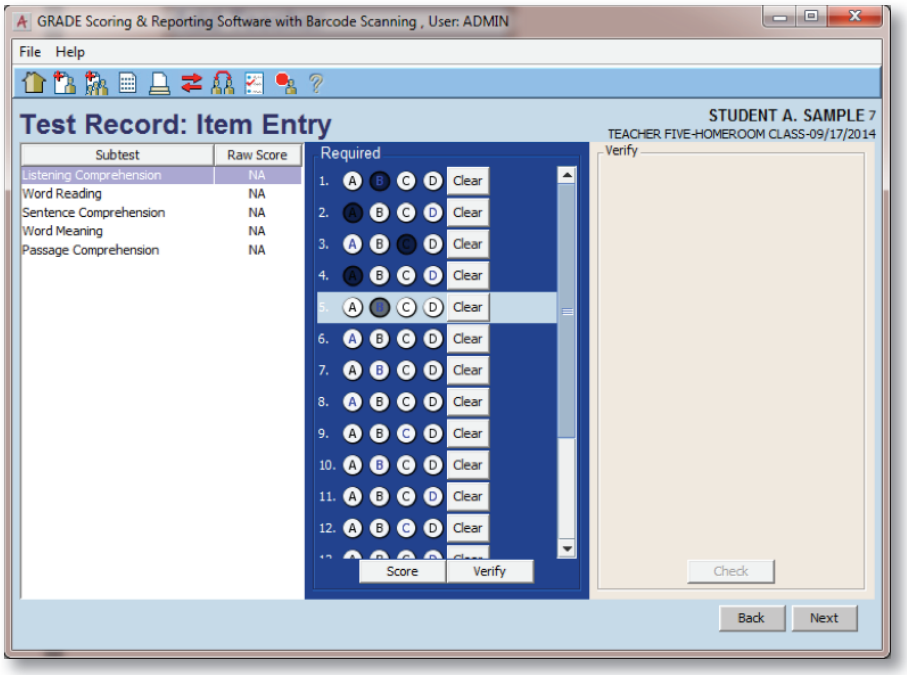


Figure 42. Test Record: Item Entry screen

- The numbered items and labeled response-choice buttons for the subtest are listed under **Required**, in the middle of the screen.
  - To clear a response you entered for an item, click the corresponding **Clear** button.
  - Press the **Enter** key on your keyboard to skip an item and advance to the next one.
- Once all responses have been entered, you can confirm the student's test data.
  - Click **Verify** at the bottom of the response-entry section of the screen.
  - Reenter responses under **Verify**, on the right-hand side of the screen.
  - Click **Check**.
    - Responses will be listed under **Required**, in the middle of the screen.
    - Discrepancies in keyed response options will be indicated by red tags labeled "Check."
- Select the correct response option for any miskeyed responses.
- Once all miskeyed responses have been reentered, click **Score**. The new raw score will appear in the **Raw Score** column on the left-hand side of the screen. The following scoring rules apply:

- If a subtest has no responses entered, the subtest raw score is reported as "NA."
- The subtest stanine score is reported as "NA" if there are fewer than six item responses for the subtest.
- Composite derived scores are reported as "NA" if there are fewer than six item responses for any subtest that contributes to a composite, or fewer than six item responses in total across all subtests that do not report stanines.
- The Total Test derived scores are reported as "NA" if any derived score for a subtest is "NA."

When a set of subtest scores has been entered and scored, the GRADE software automatically advances to the next subtest in the list.

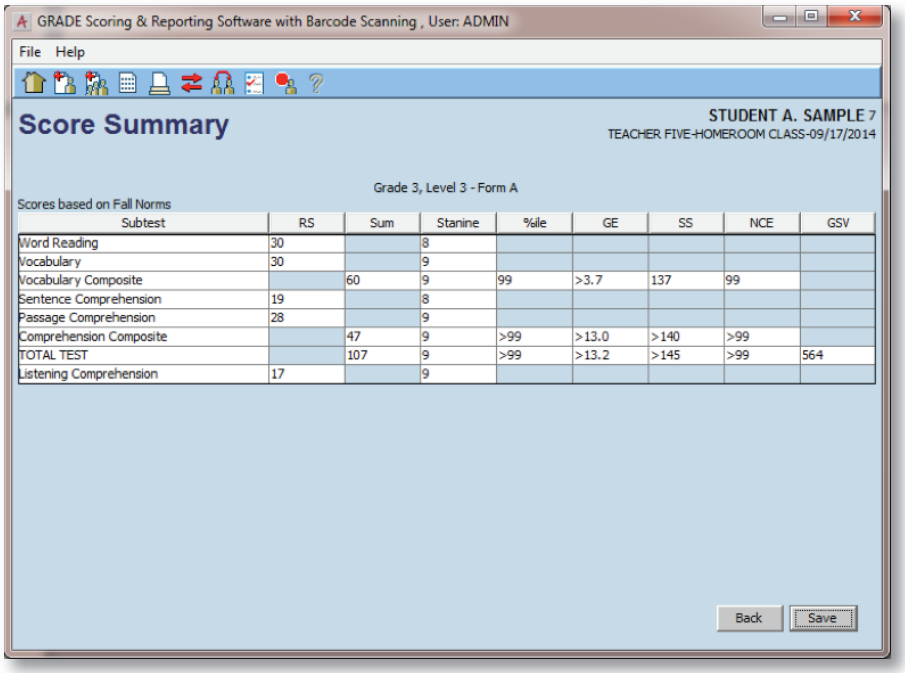
- You can select a different subtest for item entry by clicking the desired subtest listed in the **Subtest** section.
- Click the **Back** button to return to the **Test Record: Information** screen.

  Note: If the **Back** button is selected, entered data will not be saved.

Entering Raw Scores

If **Raw Score Entry** is selected in the **Test Record: Information** screen (see Figure 37), the **Raw Score Entry** screen will appear. (See Figure 43.)

- Each subtest and composite for which data entry is required (based on the selected **Grade, Level,** and **Form**) is indicated by a blank field.
- To enter a score for a subtest or composite, click the corresponding **RS** or **Sum** field.



Subtest	RS	Sum	Stanine	%ile	GE	SS	NCE	GSV
Word Reading	30		8					
Vocabulary	30		9					
Vocabulary Composite		60	9	99	>3.7	137	99	
Sentence Comprehension	19		8					
Passage Comprehension	28		9					
Comprehension Composite		47	9	>99	>13.0	>140	>99	
TOTAL TEST		107	9	>99	>13.2	>145	>99	564
Listening Comprehension	17		9					

Figure 43. Raw Score Entry screen

When the raw scores have been entered for each subtest, derived scores will be calculated.

- Click **Save** to save scores and return to the **Select or Add Student** screen. (See Figure 35.)
- Click **Back** to return to the **Test Record: Information** screen (if **Raw Score Entry** was the chosen score entry format) or the **Test Record: Item Entry** screen (if **Item Entry** was the chosen score entry format).

Note: If you attempt to change the score entry format for an existing test administration, you will be warned that doing so will delete all data previously entered and scored. (See Figure 44.) Click **Yes** to proceed without retaining the entered data. Click **No** to retain the entered data.

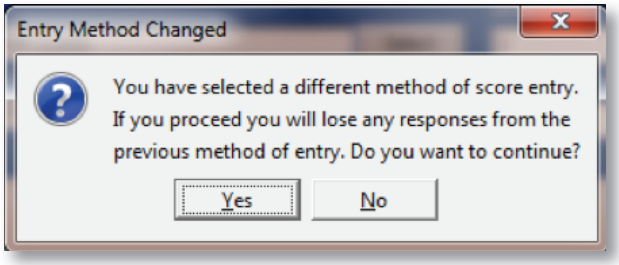


Figure 44. Item Entry Warning prompt

Opening a Test Record

You can open a specific test record in the **Student Information** screen (see Figure 36) by

- double-clicking the row displaying the test record, or
- clicking the row once and then clicking the **Open Test Record** button.

Deleting a Test Record

To delete a student's individual test record, do the following:

1. Highlight the record you want to delete in the **Student Information** screen.
2. Click the **Delete Test Record** button and then confirm the deletion (see Figure 45).

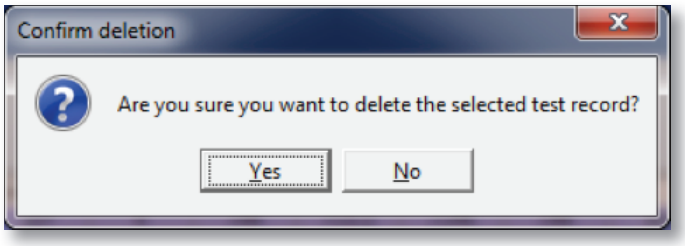


Figure 45. Confirm Deletion prompt

Note: You can delete only the test records that you own.

Changing a Test Owner

To change ownership of a test administration to a different user, complete the following steps:

1. In the **Student Information** screen (see Figure 36), click the **Change Test Owner** button.
2. Select your **User Name** from the list in the **Change Test Owner** window. (See Figure 46.)
3. Click **Update**.

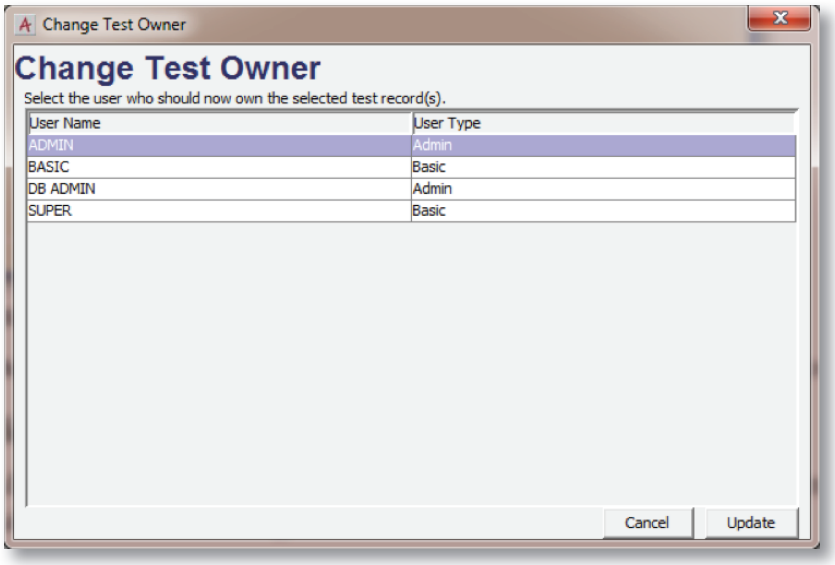


Figure 46. Change Test Owner window

Note: Only an administrative user can change ownership of test records.

Deleting Student(s)

To delete one or more students and their associated test records from the database, do the following:

1. Highlight the student record that you want to delete from the **Select or Add Student** screen. (See Figure 35.) To delete more than one student at a time, press the **Ctrl** key on your keyboard while clicking the student record(s) you want to delete.
2. Click the **Delete Student** button at the bottom of the screen.
3. When prompted, verify the student record(s) selected for deletion.

Note: Only an administrative user can delete student records.

Adding a Student

To add a new student, do the following:

1. Click the **Add Student** button at the bottom of the **Select or Add Student** screen. (See Figure 35.)
2. In the **Student Information** screen, enter the student's **Last Name**, **First Name**, **MI** (Middle Initial; optional), **Birth Date**, **Sex**, and **ID Number**. (See Figure 46.)
3. Click **Save** to save the new information.
4. If the ID number you entered already exists in the database, you will be asked to enter a different ID number.

5. If the other new student information (**Last Name**, **First Name**, **Birth Date**, and **Sex**) already exists in the database, you will be prompted to confirm the new student information. Clicking **Yes** creates a new student record; clicking **No** returns you to the **Student Information** screen.

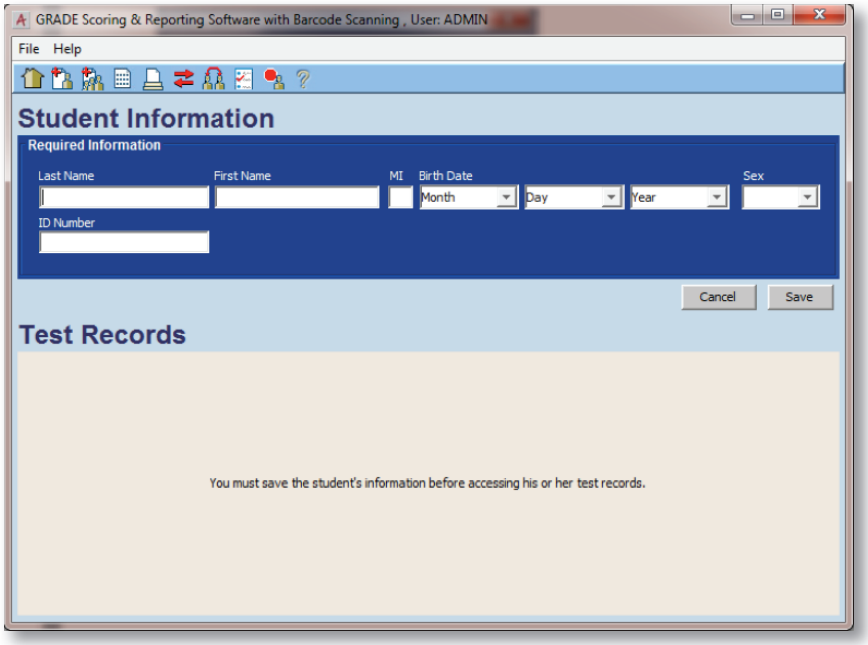


Figure 47. Student Information screen

Entering Group Student Data

This section of the GRADE software user's manual describes the following functions for entering group test information:

- Entering test information for a selected group
- Selecting students to be included in the group
- Entering test information for each student in the group

Complete the following steps to begin entering group student data:

1. From the GRADE **Home** screen, click the **Enter Group Student Data** button. Or click the **Enter Group Student Data** icon at the top of the screen. The **Group Test Information** window will appear. (See Figure 48.)

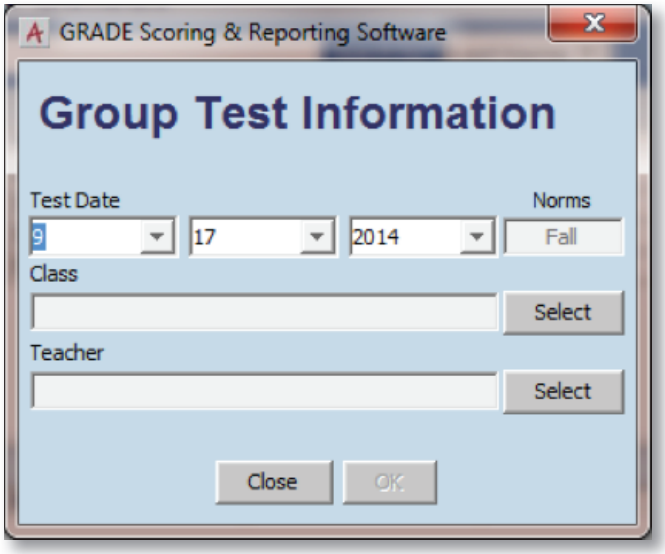


Figure 48. Group Test Information window

2. Select the **Test Date** using the pull-down menus. The **Norms** field will automatically show "Spring" or "Fall" based on the **Test Date** entry.
3. To select the class, click the **Select** button to the right of the **Class** field. The **Select Class** window will appear (see Figure 49), which allows you to select or add a class for a test administration.
   - Buttons at the top of the window represent each of the available test site levels (**District, Subdistrict, School,** and **Class**) that were created in **Administration Setup**.
   - Clicking each button will show all sites in the selected sublevel that belong to the selected level.

- A level must be selected before a sublevel can be selected. For example, choosing a class involves first selecting a district, then a subdistrict within the selected district, then a school within the selected subdistrict, and finally a class within the selected school.
- Inactive classes are not shown.
- You can also use the **Quick Find** and **Search By** features to search for the class.
- The **Add** function is available only at the class level and only for Active classes.

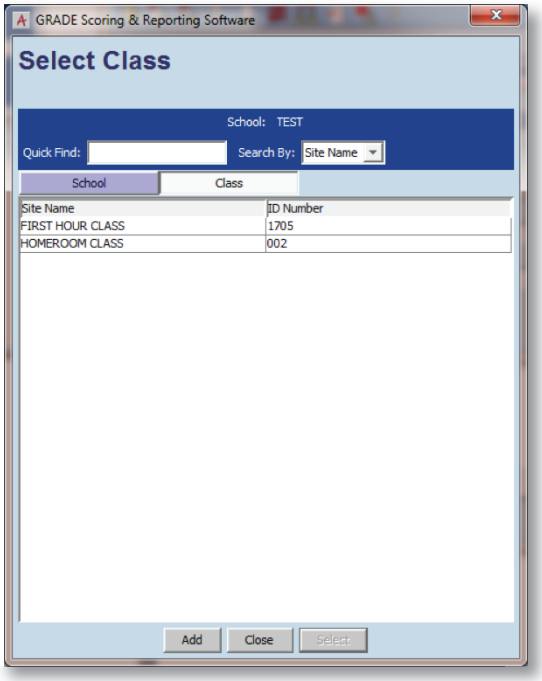


Figure 49. Select Class window

Note: The program will maintain the current hierarchy and will present a list of current classes to choose from on subsequent test site selections.

4. After selecting **Class**, click the **Add** button. In the **Add Class** window (see Figure 25), you can add a new class for a group by entering a site name and ID number.
   - Click **Save** to save class information and automatically select a newly created class for the test record.
   - Click **Close** to return to a list of classes without saving any new information.

Note: If you mistakenly enter an existing class ID number while adding a new class record, you will be required to enter a different ID number.

5. To select a teacher, click the **Select** button to the right of the **Teacher** field.

6. From the **Select Teacher** window (see Figure 50), use the **Quick Find** and **Search By** features to search for the teacher record.

7. A teacher can be added by clicking the **Add** button.

   - You can sort the list of teachers by clicking on either column heading.
   - Inactive teachers are not shown.
   - Select a teacher name by either double-clicking the name or clicking the name once and then clicking **Select**.

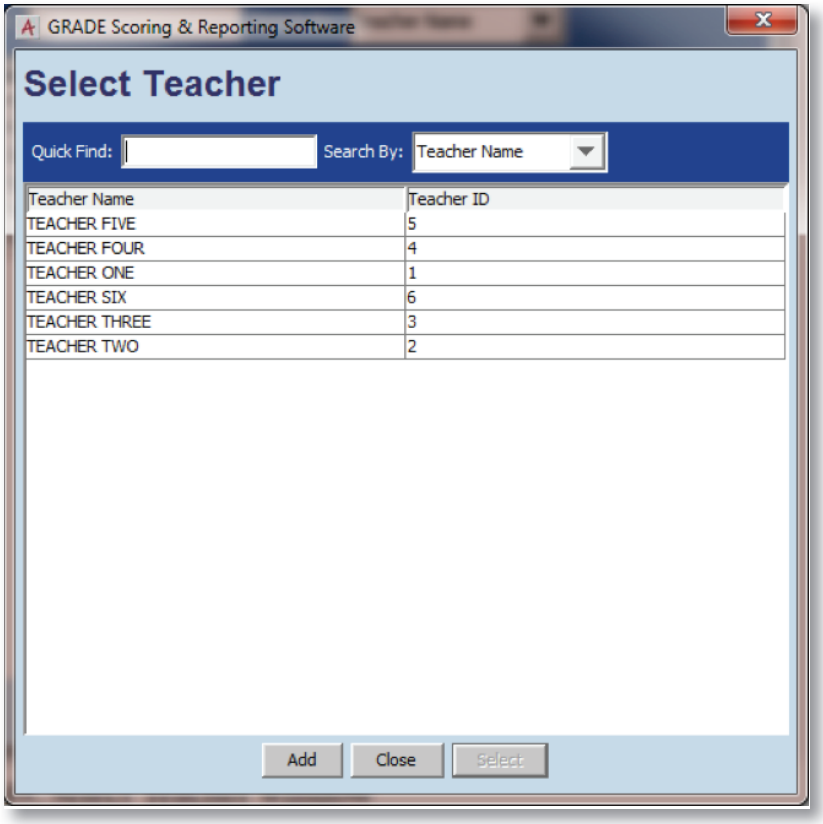


Figure 50. Select Teacher window

   - To add a new teacher to a group, click the **Add** button, and then enter the teacher name and ID number in the **Add Teacher** window. (See Figure 41.)
     - Click **Save** to save new teacher information and automatically select the newly created teacher for the test record.
     - Click **Close** to return to the list of teachers without saving any new information.

Note: If you mistakenly enter an existing teacher name while adding a new teacher record, you will be asked whether you would like to create a new teacher record with that name.

- Clicking **Yes** creates a new teacher record.
- Clicking **No** returns you to the **Add Teacher** window.

If you mistakenly enter an existing teacher ID number while adding a new teacher record, you will be asked to enter a different ID number.

Note: You cannot proceed without entering all information in the **Group Test Information** window. (See Figure 48.)

Adding Students to the Group

When all required **Group Test Information** is saved, students can be added to the group in the **Group Test Select** screen. (See Figure 51.)

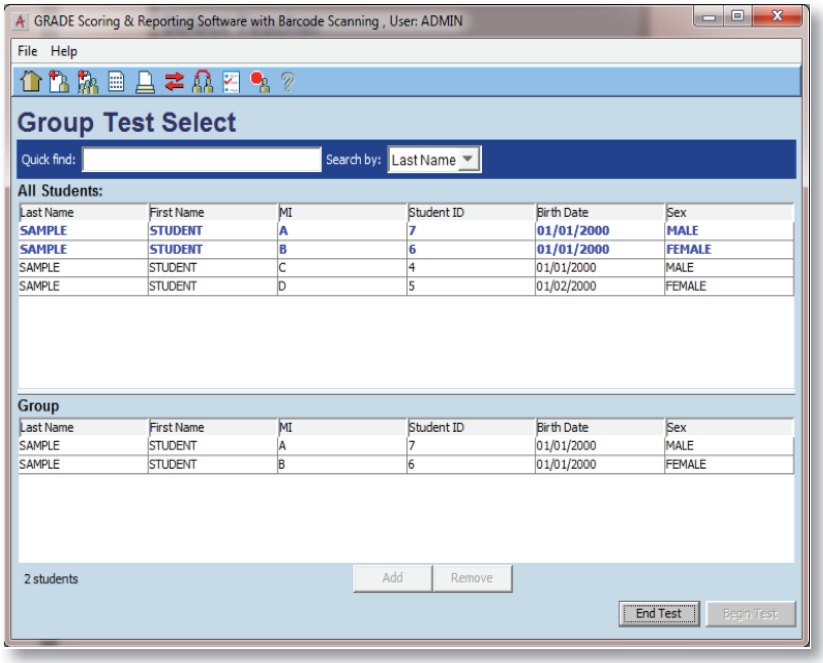


Figure 51. Group Test Select screen

In the **All Students** list in the top half of the screen, add students to the group by either double-clicking the name or clicking the name once and then clicking **Add**.

- The student record will appear in the **Group** list in the lower portion of the screen.
- You can remove a student from a selected group by either double-clicking a highlighted name in the **Group** list or clicking the name and then clicking **Remove** at the bottom of the screen.

Entering a Student Test Record

1. When all students have been selected, click a student name, and then click the **Begin Test** button. Test entry will begin for the student you selected.

2. Enter the required information for the selected student's test record. (See Figure 52.)

   - A **Grade** must be chosen before a **Level** and **Form** can be selected. You must select a **Grade** before selecting a **Level**, and you must select a **Level** before selecting a **Form**.

   - Values displayed in the **Level** pull-down menu are listed according to the selected student's grade. **On-Level** form choices appear in black, **On-Level** (special) forms appear in blue, and **Out-of-Level** forms appear in red.

   Note: You can select only a Level 1 test for Grade K students if Spring Norms are used (i.e., Test Date Month = Jan.–June).

   - To select or deselect a **Category**, click on the applicable Line (A, B, C, or D) and number (choose from 0 through 9).

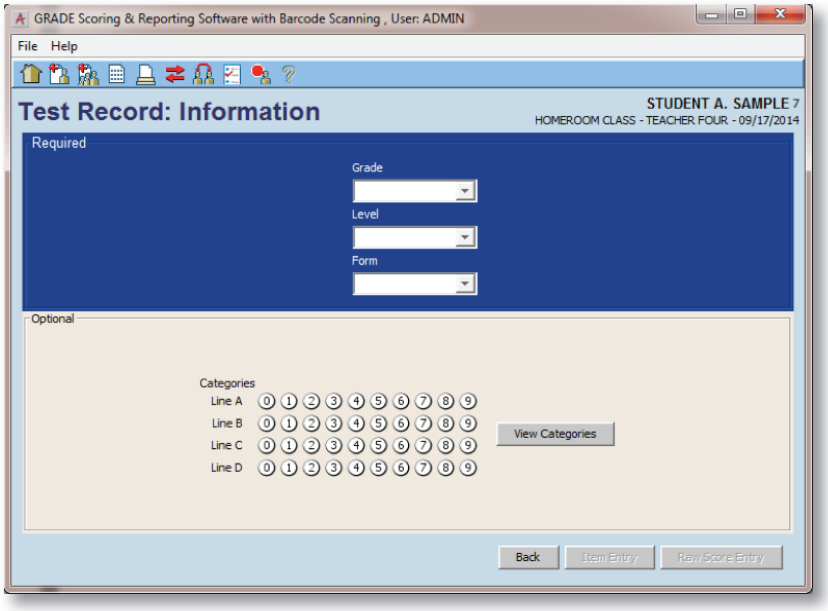


Figure 52. Test Record: Information screen

3. Click **Item Entry** at the bottom of the screen to enter and verify the student's subtest item responses in the **Test Record: Item Entry** screen. (See Figure 42.) (Or, go to step 4 to enter the student's subtest raw score responses.) After you have entered the student's test scores, the **Group Test Select** screen will appear, and the record of the student whose scores you just entered will no longer appear in the **Group** list. To start score entry for the next student indicated, go to step 5.
4. Click **Raw Score Entry** at the bottom of the screen to enter the student's subtest raw score responses in the **Raw Score Entry** screen. (See Figure 43.) After you have entered the student's test scores, the program will return to the **Group Test Select** screen, and the record of the student whose scores you just entered will no longer appear in the **Group** list.
5. To start score entry for the next student indicated, do one of the following:
   - Click **Next** in the **Group Test Select** screen.
   - Click a different student record in the group, and then click **Next**.

Scanning GRADE Software Data

The GRADE software allows users to scan record forms rather than enter data by hand. Scannable versions of test forms for levels 1 and up are available and are required in order to use the GRADE scanning functionality. The scanning software is only available for Windows. The following Scantron scanners are compatible with the GRADE software:

- **ScanMark® ES Series:** All dual-head read with 48-channel reading (Barcoding functionality not available with these scanners)
- **OpScan/Insight Series:** All dual-head read, 48-channel models supported by ScanTools® 7.0

Preparing Answer Sheets

There are three ways to fill out student information on answer sheets.

The teacher or student can fill in bubbles associated with the required information using a pencil, a barcode label can be printed and affixed to the Name area of the form, or the software can pre-slug student information on to booklets or answer sheets.

Creating Barcode Stickers With Avery® 5160 Labels

To create barcodes for answer sheets, follow these steps:

1. Click on the **Scan Answer Sheets** button to open the scanning area of the software.
2. Click on the Preparation tab. (See Figure 53.)

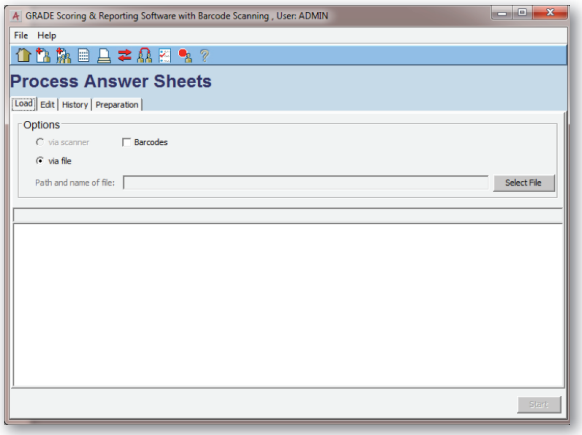


Figure 53. Process Answer Sheets, Preparation tab

3. Confirm that the Create Barcode Labels option is selected.

4. If printing by student, verify that the Select Students radio button is selected and click the **Prepare** button. If printing by roster, verify that the Select Roster radio button is selected and click the **Prepare** button.

5. If printing by students, select the students for whom you want labels created. Use **Shift + Click** to select a group of records in sequence or **Ctrl + Click** to select multiple random records. (See Figure 54.)

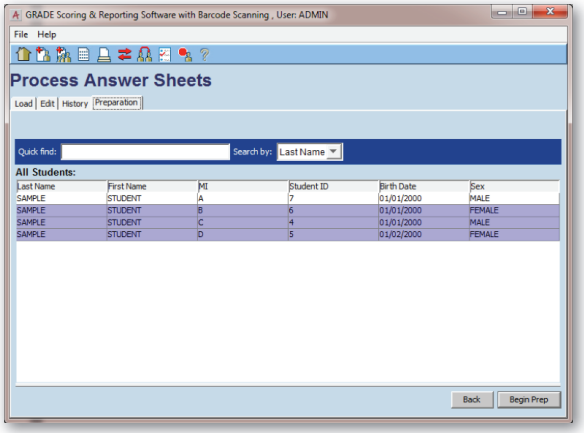


Figure 54. Process Answer Sheets, Select Students screen

6. If printing by roster, select the roster for which you want labels created. (See Figure 55.)

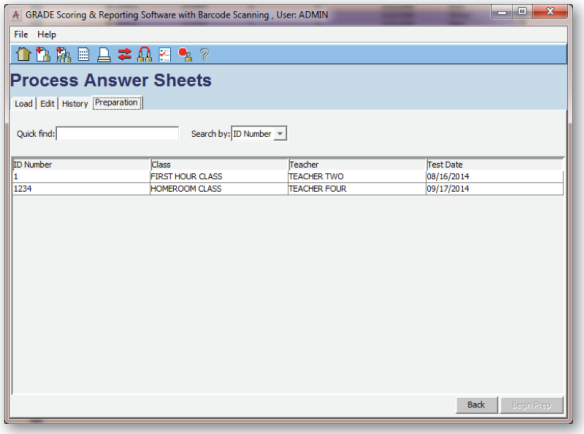


Figure 55. Process Answer Sheets, Select Roster Screen

7. Click the **Begin Prep** button.

The Barcode Labels window will open. (See Figure 56.)

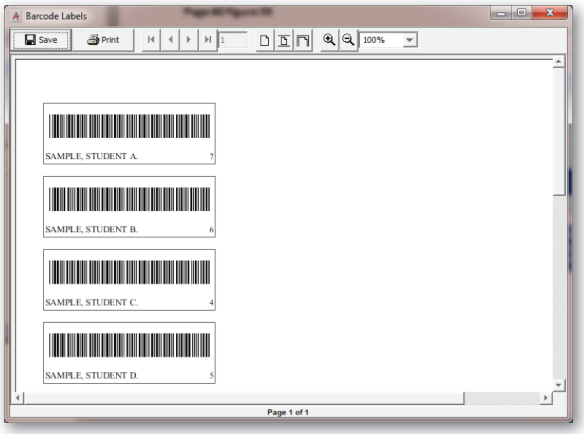


Figure 56. Barcode Labels window

8. Click the **Print** button.

Note: When printing for the first time it is recommended that you only print one label. Once you have confirmed that the text alignment is correct you can select all or a range of records.

The print dialog box is displayed. (See Figure 57.)

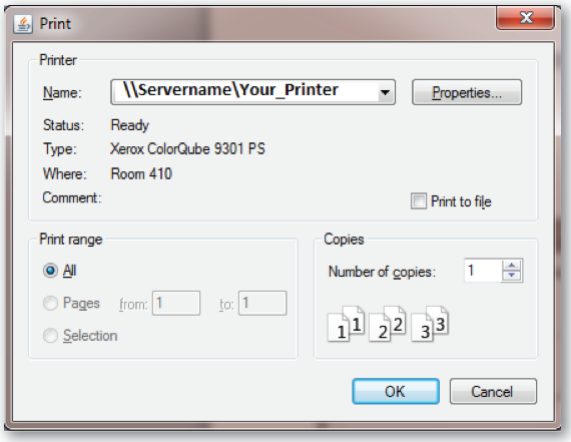


Figure 57. Print Barcode Labels window

9. Select the printer.
10. Click **OK**.
11. Click **Cancel** to close the Merge Printing With PrintFlex dialog box.

Placing the Label on the Answer Sheet

Place the label vertically in the Name area of the answer sheet. Measure the distance from the left edge of the form to the middle of the label. Adjust

the barcode reader on your OpScan Series scanner to the approximate distance.

Note: It is important that the labels be placed in approximately the same location on each form so the barcode reader can retrieve the data from the label.

See Scanning Data from Completed Answer Sheets for details on how to load the completed answer sheet data into GRADE.

Pre-slugging Answer Sheets With Student Information

Note: The pre-slugging functionality is available for GRADE forms Level 4 through A.

1. Click on the **Scan Answer Sheets** button.
2. Click on the Preparation tab. (See Figure 53.)
3. Confirm that the Pre-Slug Answer Sheets option is checked and set the test date (the default is the current date).
4. If pre-slugging by student, verify that the Select Students radio button is selected and click the **Prepare** button. If pre-slugging by roster, verify that the Select Roster radio button is selected and click the **Prepare** button.
5. If printing by students, select the students for whom you want to print answer sheets. Use **Shift + Click** to select a group of records in sequence or **Ctrl + Click** to select multiple random records. (See Figure 54.)
6. If printing by roster, select the roster for which you want to print answer sheets. (See Figure 55.)
7. Click the **Begin Prep** button.

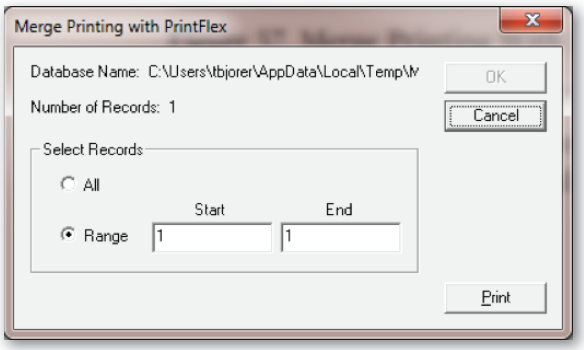


Figure 58. Merge Printing With PrintFlex window

8. Click the **Print** button. (See Figure 58.)

Note: You may want to select one record to test before choosing to print answer sheets for all the selected records.

9. Select the Printer and click **OK**.

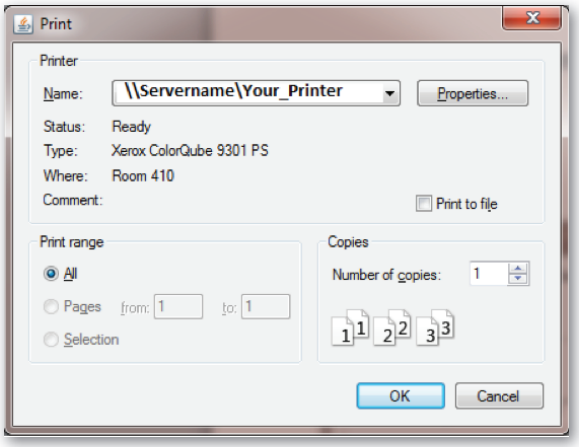


Figure 59. Print Pre-Slugged Answer Sheets window

If you see that the alignment is off, use the **Printer Alignment** button on the Print dialog box to adjust the location of the marks on the answer sheet. (See Figure 59.) The position can be adjusted up or down and the sizing can be adjusted left or right. Each increment is equal to 1/100th of an inch. (See Figure 60.)

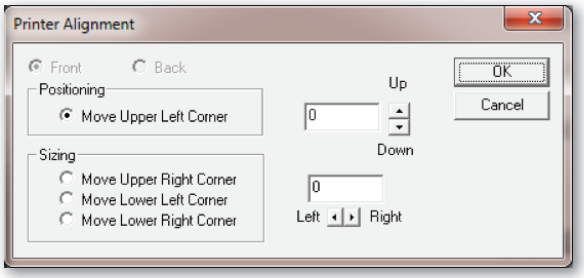


Figure 60. Printer Alignment window

Note: If you are pre-slugging by roster, the process described above will have printed the header sheet. You will need to click the **Cancel** button on the **Merge Printing with PrintFlex** window, and then begin again with step 8 to pre-slug the answer sheets.

Scanning Data from Completed Answer Sheets

To scan data using the GRADE software, follow these instructions:

1. Ensure that the scanner is securely connected to the computer and that the power is on. If scanning answer sheets with barcodes (OpScan scanners only), confirm that the barcode reader is in the correct location.

   Note: If you are using a serial connection for your scanner, be sure to turn on the scanner before starting your computer.

2. From the **Home** screen, click the **Scan Answer Sheets** button. If you are using an ES Series scanner, be sure you have completed the scanning setup outlined in the Setting up Scanning Functionality (Scanning Version Only) section of this manual before attempting to scan.

3. From the **Load** tab in the **Process Answer Sheets** window (see Figure 61), you can choose one of two settings for importing scanned data:

   ◆ To import data directly from the scanner, select **via scanner**.

   The Barcodes check box should be selected when you are scanning answer sheets with barcode labels affixed to the front of the form.

   ◆ To import a data file generated by scanning that has been completed remotely, select **via file** and then go to the Editing Scanned Forms section for next steps.

   Note: Because files are most often used for high-end scanners, leave the setting as **via scanner** if your scanner is a standard desktop model.

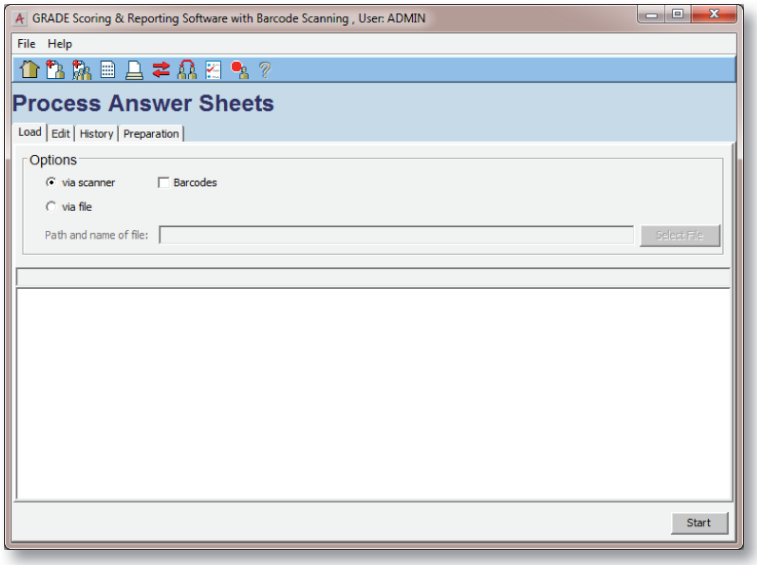


Figure 61. Process Answer Sheets window, Load tab

4. Load your forms onto the scanner and click the **Start** button.

   ◆ Current header sheet information is displayed at the top of the screen (School, Class, and Teacher); the student name, ID number, test level, and form associated with the current header sheet are listed below that. (See Figure 62.) The current booklet/answer sheet page number is displayed at the bottom.

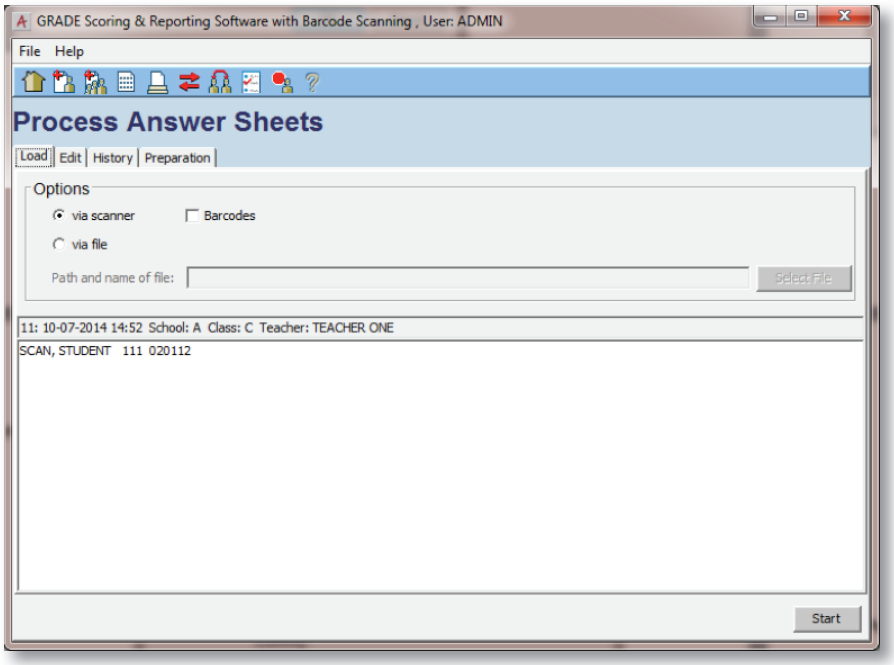


Figure 62. Process Answer Sheets window, Load tab displaying test records

- When a new header sheet is scanned, the associated information will appear on the **Load** tab, and the information from the first header sheet and corresponding forms will be moved to the **Edit** tab. The **Process Answer Sheets** window will display all test forms as they are scanned.
- Clicking the **Stop** button will stop the scanner, and the current data will be moved to the **Edit** tab. The following are the only other instances where scanning will stop:
  - Page missing from booklet
  - Wrong page scanned/scanner not recognizing page
  - Header sheet missing
  - Errors on header sheet
  - Booklet blank
  - Page previously scanned

- When all forms have been scanned, a **Scanner Message** dialog box will appear indicating that the input hopper is empty. (See Figure 63.)

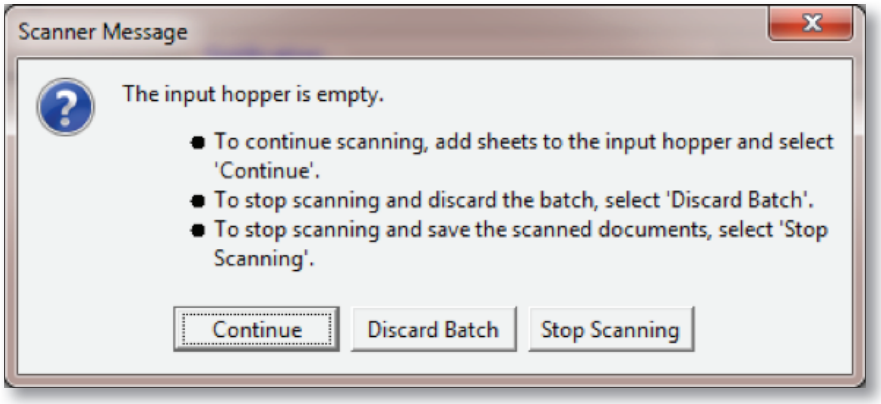


Figure 63. Scanner Message dialog box

- Next, the **End of Batch** dialog box will appear to notify you that scanning is complete. (See Figure 64.)

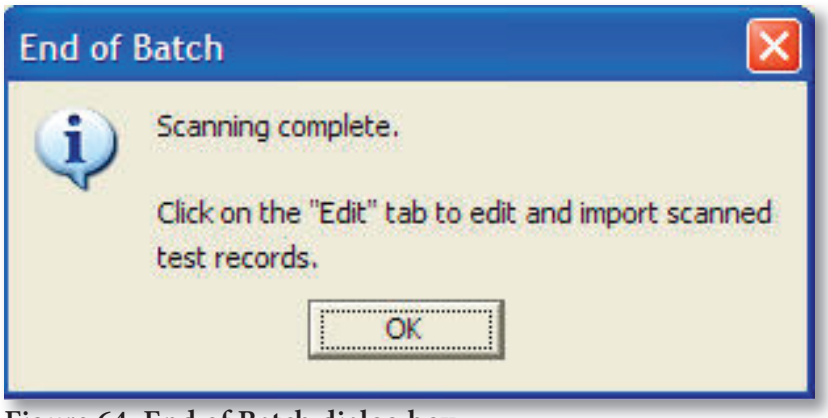


Figure 64. End of Batch dialog box

Editing Scanned Forms

Clicking the **Edit** tab in the **Process Answer Sheets** window allows you to correct errors on scanned forms before importing data into the database. All color-coded errors and severe warnings must be corrected before data can be imported.

Any record(s) with errors will have colored fields to indicate the error type as follows:

- Red indicates errors, including missing or incorrectly bubbled required header fields or student identification fields, or incorrectly bubbled item responses (if this is set as an error in **Administration Setup**).
- Orange indicates severe warnings, including a school name and/or ID number that does not exist in the database, or a test level/student grade combination with no norms available.
- Yellow indicates minor warnings, including the following:
  - **School ID** exists in the database, but the **School Name** does not exist or is blank.
  - **Teacher ID** exists in the database, but the **Teacher Name** does not exist or is blank.
  - **Teacher Name** exists in the database, but the **Teacher ID** does not.
  - **Class ID** exists in the database, but the **Class Name** does not exist or is blank.
  - **Class Name** exists in the database, but the **Class ID** does not.

To Edit Scanned Forms

You can choose to display only scanned data fields with errors or all scanned data fields.

1. Click the **Display** pull-down menu to select which form information to view.
   - You can choose to view either errors and warnings or all data on the form. (See Figure 65.)
   - For a description of the color-coded errors and warnings, go to the beginning of this section (Editing Scanned Forms).

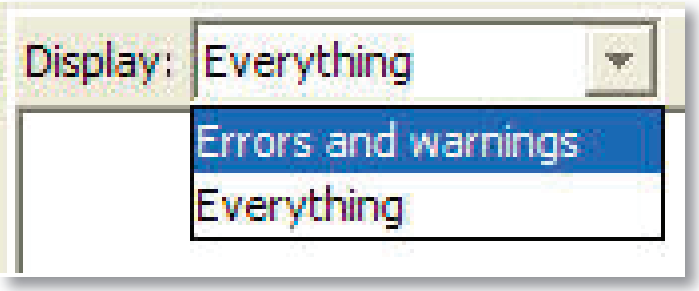


Figure 65. Display Errors and Warnings pull-down menu

2. Click **Select Scan Group ID** to view all scanned header sheets. All header sheets from the most recent scan job and those that have not been completely imported are listed here. (See Figure 66.)

   - After selecting a header sheet entry, all associated test sheets will be listed just below **Display**.
   - Errors and warnings will be color-coded according to severity (as previously discussed).

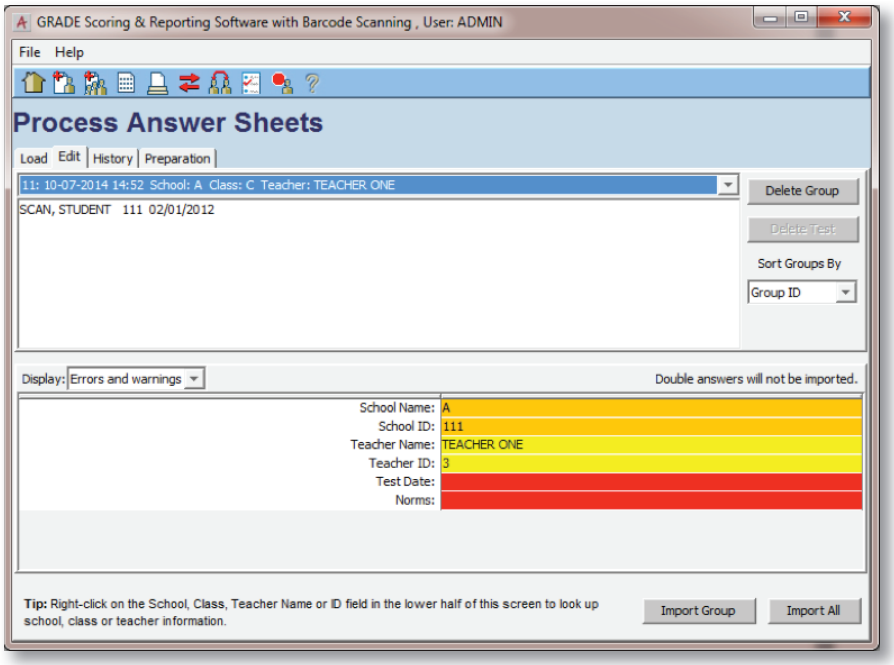


Figure 66. Process Answer Sheets window, Edit tab showing errors and warnings

   - A header sheet can be deleted by clicking the **Delete Group** button on the right. (See Figure 67.)
   - If you delete a header sheet, all associated test sheets will also be deleted.

   Note: A header sheet will be marked only if there is an error/warning on it. Every header sheet *must* be checked for errors/warnings in associated booklets/test sheets.

3. Edit header sheet.

Note: You can select individual records from an imported scan group to edit. To do so, follow the instructions given at the bottom of Figure 68 and Figure 69.

- To select group records, search by school, class, or teacher.
- To select individual student records, search by student.

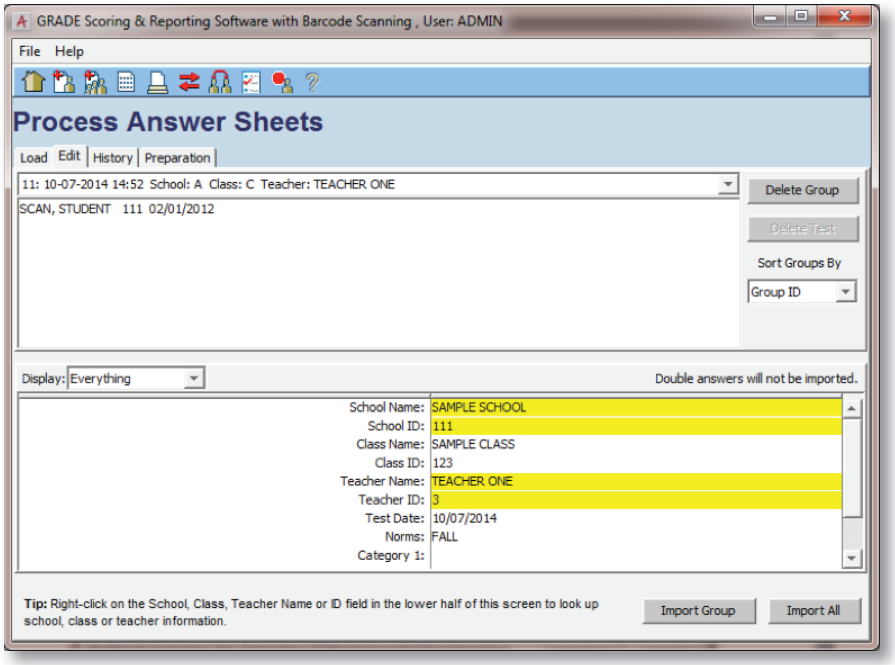


Figure 67. Process Answer Sheets window, Edit tab showing all scanned data

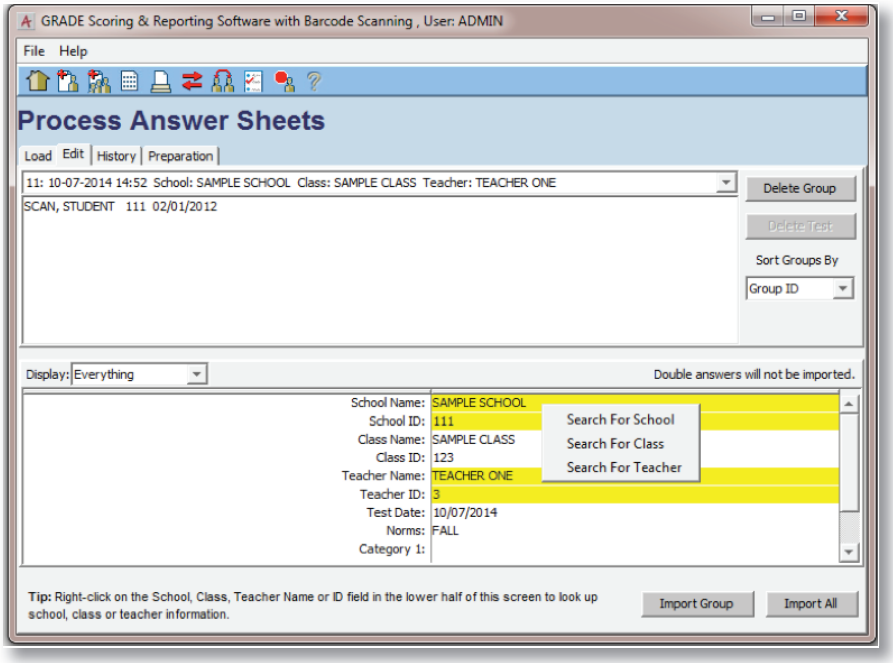


Figure 68. Process Answer Sheets window, Edit tab, group record search

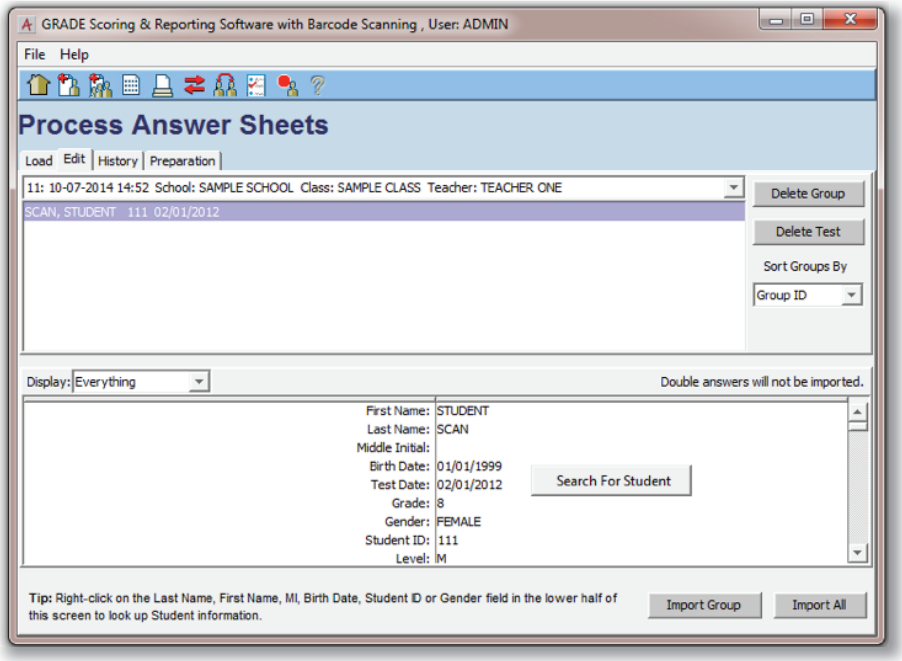


Figure 69. Process Answer Sheets window, Edit tab, individual student record search

- Clicking the **Select Scan Group ID** pull-down menu will list all header sheets with test sheets that have not been imported.
- Header sheets with errors or warnings will appear in red, orange, or yellow, depending on the severity of error. Click the desired field at the bottom of the screen to edit information.

Note: If the **Test Date** is changed, you will be notified that the **Test Date** and **Norms Used** for all other scanned test records in that group will also change. (See Figure 70.)

- Click **Yes** to change the **Test Date**.
- Click **No** to cancel the change.

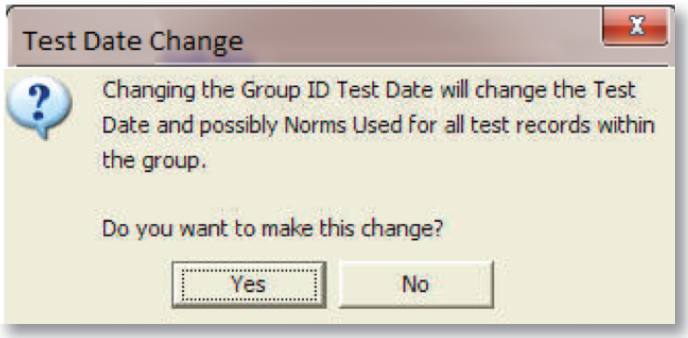


Figure 70. Test Date Change prompt

Note: If any test sheets associated with the selected header sheet have already been imported, no information for the header sheet can be edited.

4. Click the booklet/test sheet to display errors. Booklets/test sheets listed under header sheets will also appear in red, orange, or yellow if they contain an error or warning. (See Figure 71.)

- Clicking a booklet/test sheet will populate the area under **Display** with information from the selected test sheets.
- All errors/warnings will appear in the designated color (as just described).
- Test sheets can be deleted by clicking a booklet name and then clicking **Delete Test**. (See Figure 72.)

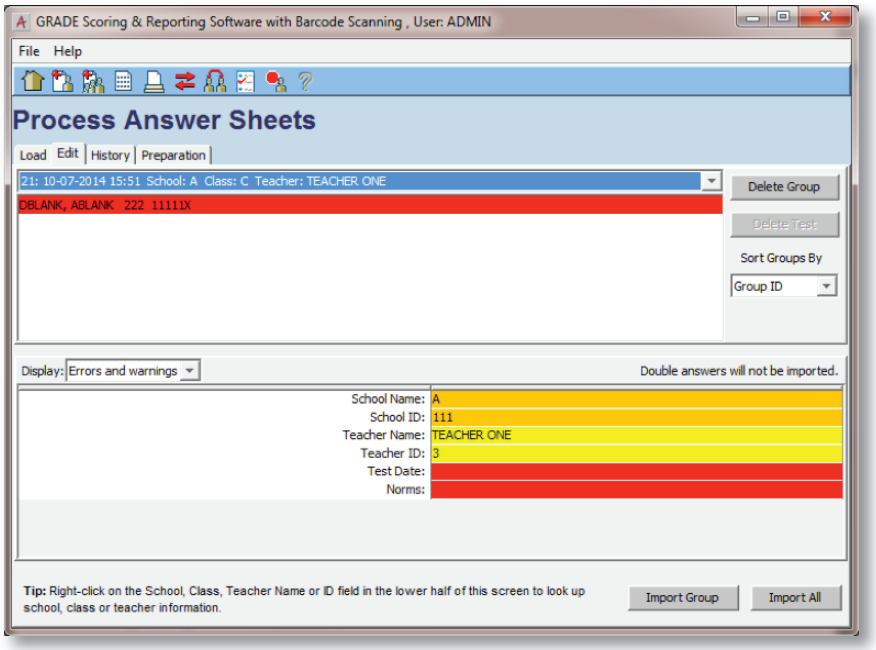


Figure 71. Process Answer Sheets window, Edit tab displaying header sheet errors

5. Click the field to edit. (See Figure 72.)

   - Item responses that are double-marked may be listed as an error, depending on the setting specified by the Administrator.
   - The current setting is listed above the test sheet list.

Note: An "X" will automatically appear in any item response field that does not have a response value.

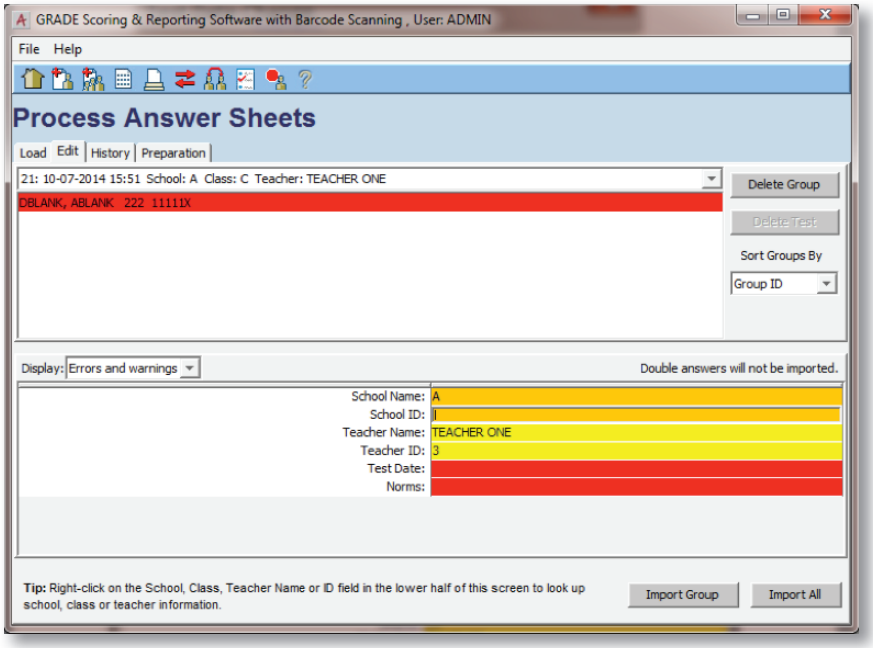


Figure 72. Process Answer Sheets window, Edit tab displaying student errors

6. Click the **Import** button to import scanned data. All test sheets and associated header sheets with no errors or severe warnings will be imported into the database. Test sheets with errors will not be imported but will still be listed under the associated header sheet.

   - Once a test sheet has been imported, any information on the associated header sheet can no longer be edited.
   - The **Test Date** and **Norms Used** come from the header sheet and cannot be edited on individual test sheets.
   - If a header sheet still has errors, all associated test sheets will not be imported.

   As you are importing, you will be notified of the following for each test group and associated header sheet:

   - **Scan Date, School, Class,** and **Teacher**

- Number of test sheets imported successfully
- Number of test sheets that have errors and were not imported
- Any duplicate records that were skipped

When importing is completed, you will be informed of the total number of test sheets imported successfully, the number of test sheets with errors, and any duplicate records that were skipped.

Note: You will be notified if you are entering

- a student ID number that already exists in the database or
- a new student record whose demographic data matches an existing student record but has a different ID number.

In these instances, you can avoid duplicating data by

- importing the student record using the existing student in the database,
- skipping the test record,
- stopping the process to edit the student record before importing, or
- creating a new student record using the new ID number (if the student demographic information matches that of an existing student record).

Viewing History

All imported test sheets and associated header sheets are listed in **History** for 30 days from the latest scan job. (See Figure 73.) Header sheets are listed under **Scan Groups**. Clicking a header sheet will list all imported test sheets under **Test Records**.

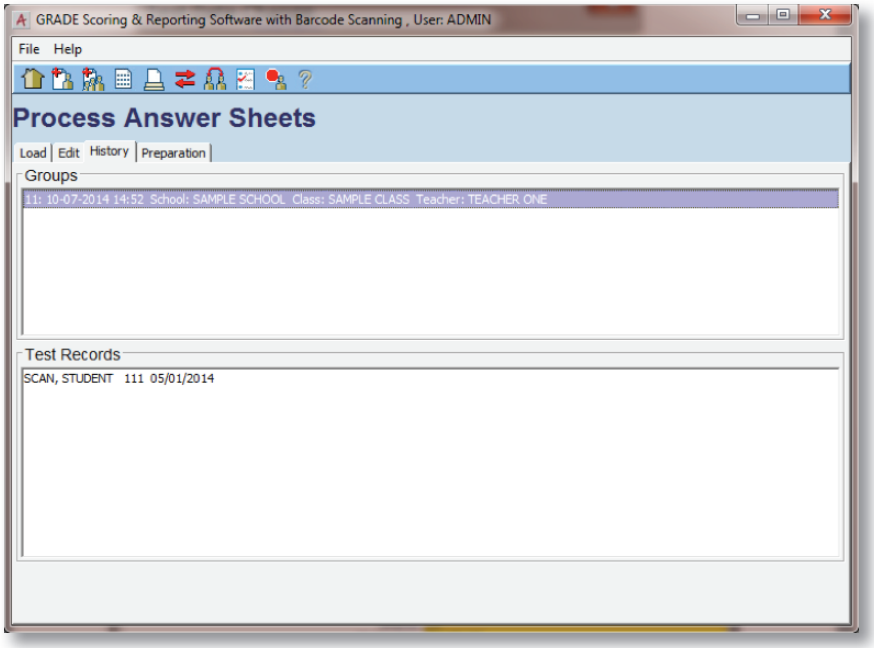


Figure 73. Scan Answer Sheets screen, History tab

Reporting

The GRADE software allows you to create and generate a variety of reports. Only the individual reports are available when generating reports for a single student. Group reports are available when a teacher or class is chosen. All other reporting options/filters are unavailable until a student, teacher, or test site has been selected.

Creating and Generating Reports

To create and generate a report, do the following:

1. Click the **Run Reports** button on the GRADE **Home** screen, or the icon at the top of the screen, to display the **Reporting** screen. (See Figure 74.)

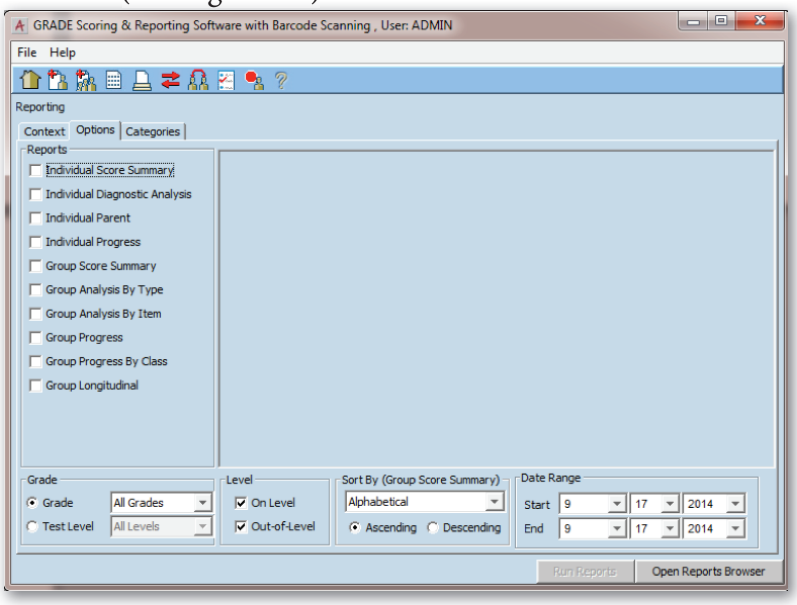


Figure 74. Reporting screen

2. Select Report Context (**Student, Teacher,** or **Test Site**).

   - Select the **Student**(**s**) radio button (if it isn't already selected) under the **Run report by** heading on the Context tab to run reports by student. (See Figure 75.)
   - Select a student by clicking on the student's name to highlight it in the **Students Available** section. Press the Add button to move the student into the **Selected Students** section to add the student to the reports.
   - Remove a student by clicking on the student's name to highlight it in the **Selected Students** section. Press the Remove button to move the student back to the **Students Available** section to remove the student from the reports. Press the Remove All button to move all students from the Selected Students section to the Students Available section.

- Users can select multiple students by holding down the Ctrl key while highlighting individual students or the Shift key in order to select a concurrent group of students.

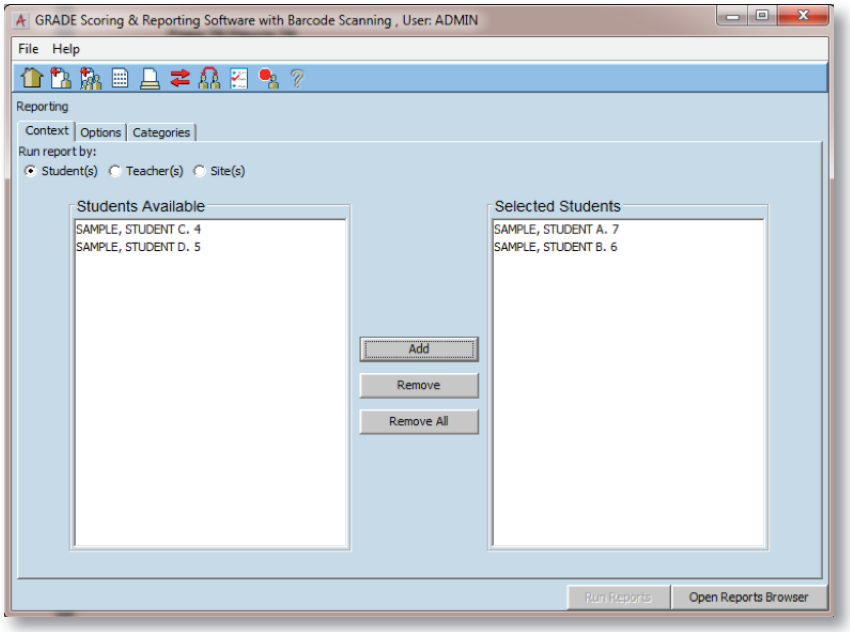


Figure 75. Select Student window

- Select the **Teacher(s)** radio button (if it isn't already selected) under the **Run report by** heading on the Context tab to run reports by teacher. (See Figure 76.)
- Select a teacher by clicking on the teacher's name to highlight it in the **Teachers Available** section. Press the Add button to move the teacher into the **Selected Teachers** section to add the teacher to the reports.
- Remove a teacher by clicking on the teacher's name to highlight it in the **Selected Teachers** section. Press the Remove button to move the teacher back to the **Teachers Available** section to remove the teacher from the reports. Press the Remove All button to move all teachers from the Selected Teachers section to the Teachers Available section.
- Users can select multiple teachers by holding down the Ctrl key while highlighting individual teachers or the Shift key in order to select a concurrent group of teachers.
- Active teacher records will appear in black, and Inactive teacher records will appear in light gray. Both types of teacher records can be selected for reporting.

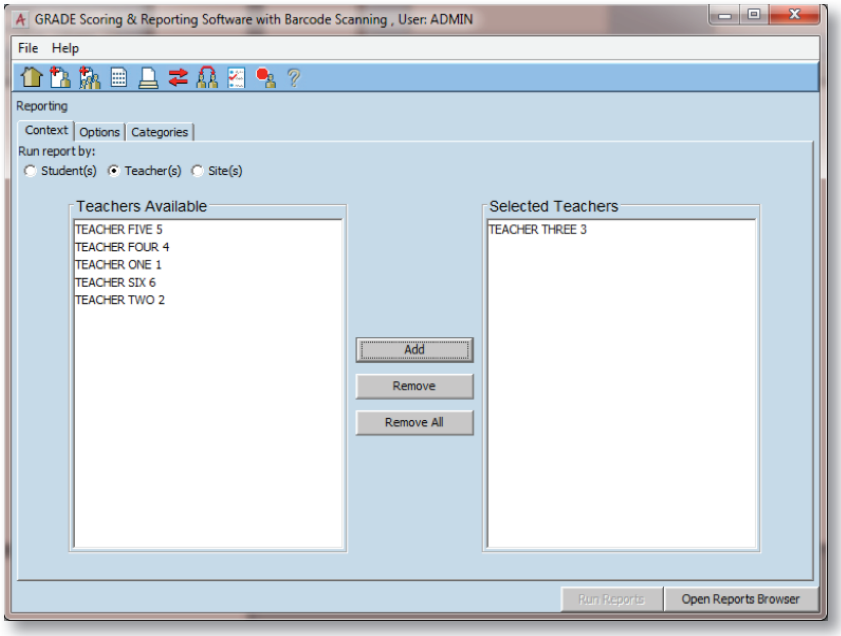


Figure 76. Select Teacher window

- Selecting the **Site(s)** radio button in the **Run report by** section will allow you to run reports on all sublevels (e.g., **Classes).** The Test Sites Available section represents each of the available test site levels (**District, Subdistrict, School, Class**) that were created in **Administration Setup**. (See Figure 77.)
- Select a test site by clicking on the test site's name to highlight it in the **Test Sites Available** section. Press the Add button to move the test site into the **Selected Test Sites** section to add the test site to the reports.
- Remove a test site by clicking on the test site's name to highlight it in the **Selected Test Sites** section. Press the Remove button to move the test site back to the **Test Sites Available** section to remove the test site from the reports. Press the Remove All button to move all test sites from the Selected Test Sites section to the Test Sites Available section.
- Users can select multiple test sites by holding down the Ctrl key while highlighting individual test sites or the Shift key in order to select a concurrent group of test sites.

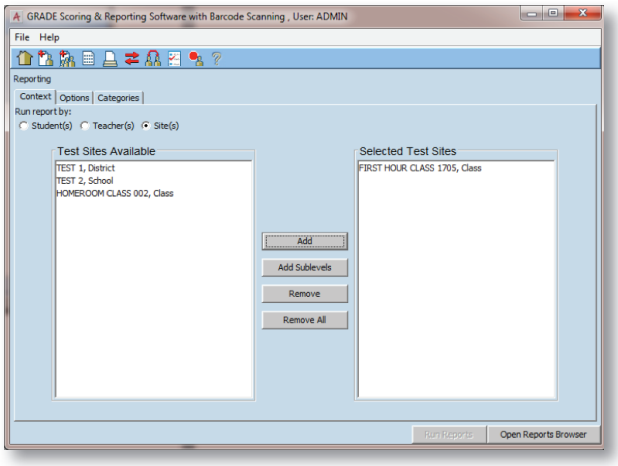


Figure 77. Select Test Site window

3. Select reporting options by clicking on the Options tab on the Reporting screen. (See Figure 74.) Various report types will be available, depending on whether a report is being generated for a student, teacher, or test site:

   - **Individual Score Summary is** available when **Student, Teacher, Class,** or **All Sublevels** is selected.
   - **Individual Diagnostic Analysis is** available when **Student, Teacher, Class,** or **All Sublevels** is selected.
   - **Individual Parent Report is** available when **Student, Teacher, Class,** or **All Sublevels** is selected.

   Note: The Individual Parent Report is available in English, Spanish, and Portuguese versions. The **Parent Report Language Options** will appear when you select this reporting option (see Figure 78).

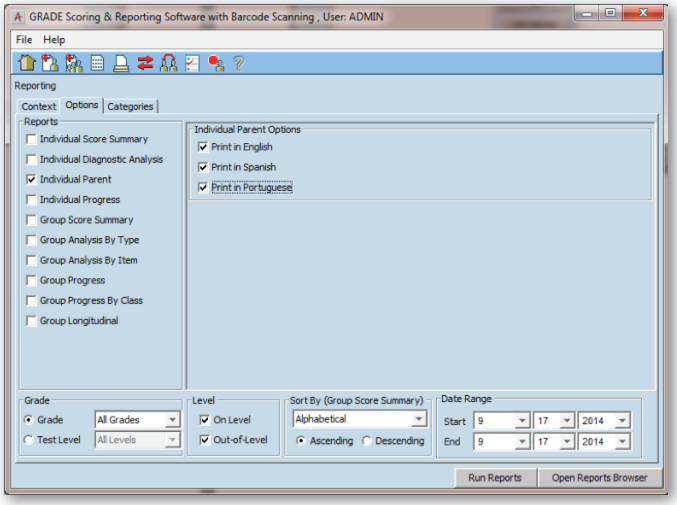


Figure 78. Parent Report Language Options

- **Individual Progress Report** is available when **Student, Teacher, Class,** or **All Sublevels** is selected. (The **Level** cannot be selected.)
- **Group Score Summary** is available when **District, School** or **Class** is the **Test Site** or when **Teacher** is selected.
- **Group Analysis by Item** is available when **Class** is the **Test Site** or when **Teacher** is selected.
- **Group Analysis by Type** is available when **Class** is the **Test Site** or when **Teacher** is selected.
- **Group Progress Report** is available when **Test Site** or **Teacher** is selected. (The **Level** cannot be selected.)
- Group **Class Progress Report** is available when **Test Site** or **Teacher** is selected.

Note: Report options differ depending on the record type:

- Only individual reports will be enabled when you are reporting on students.

- All report types will be enabled when you are reporting on teachers or single classes.
- When Group Score Summary is selected, you will be able to select which derived scores are included on the report. You can select sorting based on a score or alphabetically in ascending or descending order.
- Only the **Group Progress** report will be enabled when you are reporting on a **School** or a higher-level test site. However, if **Include Sublevels** is checked, all reports will be enabled, and the applicable report types will be generated for all sublevels of the selected test site.

An example of each report is presented in Appendix B of this user's manual.

4. Select Student Grade or Test Level. Reports can be narrowed down further to only those tests administered at a certain grade or test level. The default will be All Grades or All Levels, depending on the choice of grade or level.
5. Click the On Level and/or Out-of-Level check boxes to indicate whether the report will include On Level, Out-of-Level, or All tests.
6. Select the Sort By value (only available with the Group Score Summary Report) and the order type—ascending or descending.
7. Enter Date Range for test dates. Reports generated will be based on test dates within the specified date range. The format for starting and ending test dates is month, day, and year. If a date is not selected, the program will default to the current month, day, and year.
8. Use the Category query builder (for details on how to use this feature, refer to Building a Category query section of this manual) to further define what records you want included in the report.
9. Click Run Reports at the bottom of the screen. A Report Viewer will appear for reports on individual students. Reports on teachers and test sites will be stored as PDF files in time-stamped directories. Students not appearing in reports will be listed in a text file in a class directory.

For the Individual Diagnostic Analysis report you will have the option of saving the file in .pdf, .rtf, or .csv format. You can open the CSV file using Microsoft Excel to import the report data and manipulate it. Group Diagnostic Reports by teacher or test site will be stored as PDF and CSV files in time-stamped directories. Each type will have an icon to visually indicate which file is which. All other reports will be stored as PDF only. Students not appearing in reports will be listed in a text file in a class directory.

Browsing Existing Reports

You can view existing reports by clicking the Open Report Browser button at the bottom of the Reporting screen. This will display a list of time-stamped reports that have been previously generated. (See Figure 78.) You can view a report saved in PDF format by double-clicking it. To view a report saved in CSV format, select the report from the Report Viewer and click the Open button or just double-click on the report name. Microsoft Excel will launch, and the data will display on the active worksheet. You can also use the **Copy to . . .** button to save a copy of the file to a different location on your computer or network.

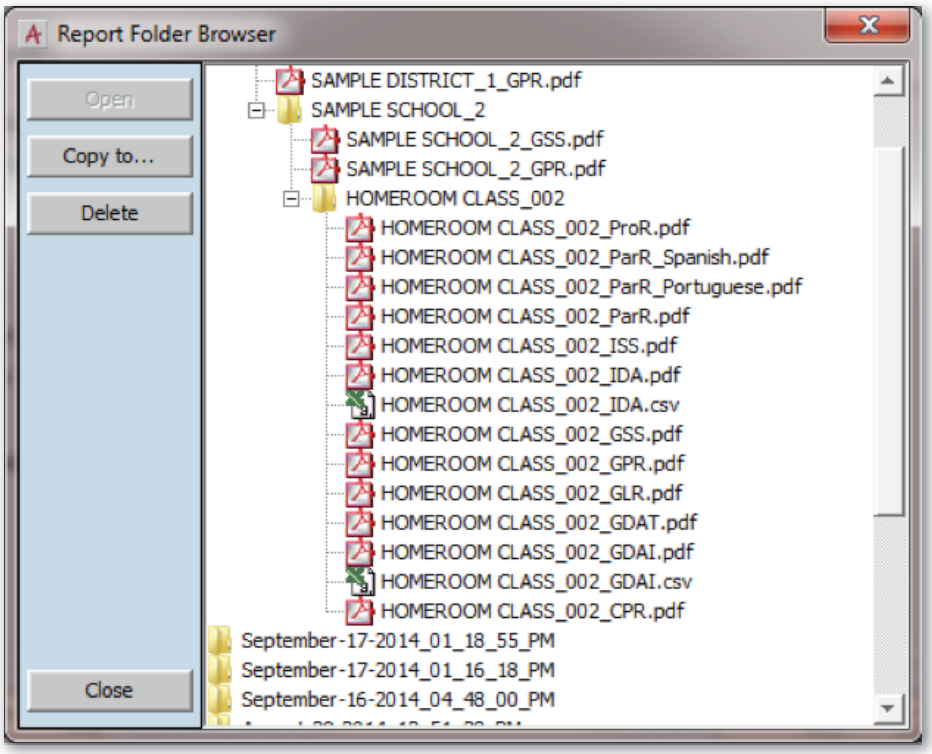


Figure 79. Report Folder Browser window

Building a Category Query

You can use the Categories section of the screen to include or exclude test records from a report.

1. Select a value from the Control pull-down menu.
2. Click the **AND** or the **OR** button.
3. Click the **Add** button.

The **AND** and **OR** buttons help you to include multiple conditions. Use AND if you are looking for test records that have both categories. Use OR if a test record has one or the other category. If you want to remove a category, click the **Delete** button. The Delete function removes the last category added. (See Figure 80.)

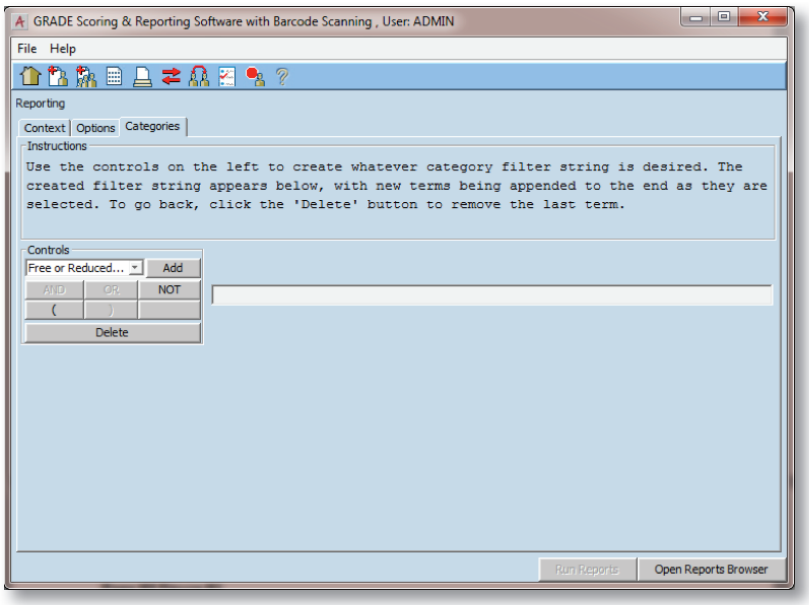


Figure 80. Query Builder window

Importing and Exporting Data

The GRADE software provides several options for importing and exporting GRADE data. The **Import or Export Data** screen allows you to do the following:

- Import student, teacher, and test site data
- Export a data file for use in a spreadsheet

To access the **Import or Export Data** screen, click the **Import or Export Data** icon at the top of the screen, or click the **Import or Export Data** button on the **Home** screen.

Importing Data

To import student or teacher data from the Import or Export Data screen, follow these steps:

1. Choose whether to import student data, teacher data, or test site data by using the pull-down menu in the **Import Students and Teachers** section at the top of the **Import or Export Data** screen. (See Figure 81.)

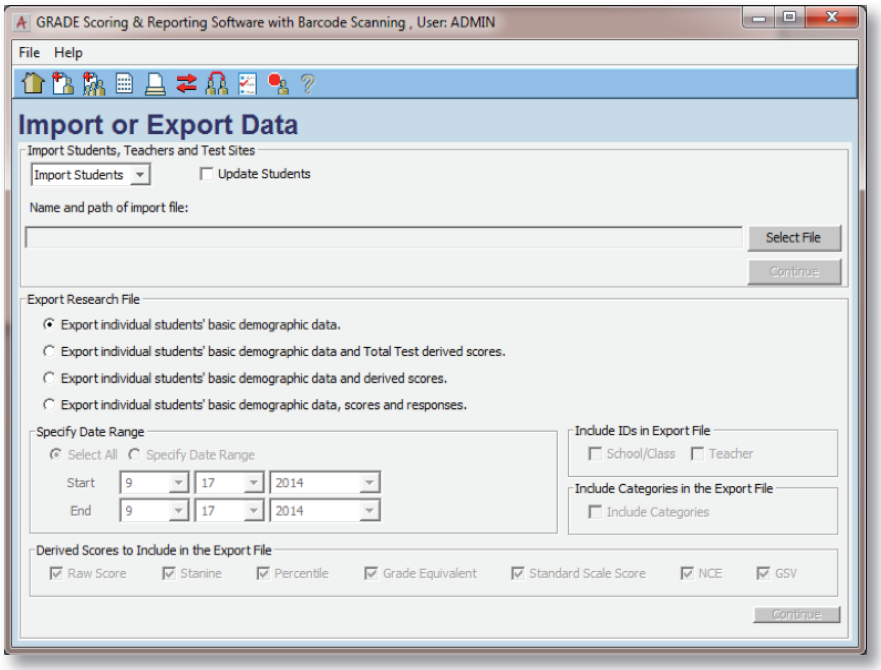


Figure 81. Import or Export Data screen

2. To replace existing student IDs when importing students, check the check box next to Update Students.
3. Click **Select File** to go to the **Open** window. (See Figure 82.)

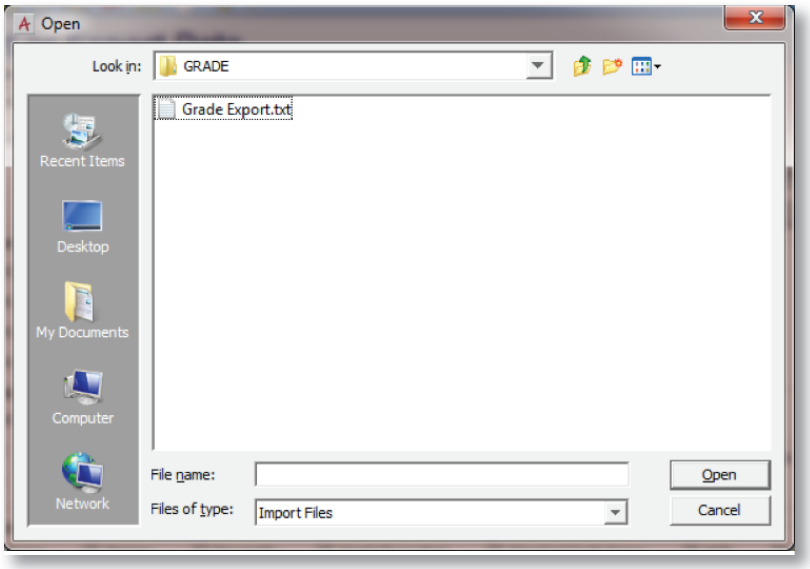


Figure 82. Open window for file selection

4. To import a file into the GRADE database, double-click the file. Or, click the file name once, and then click the **Open** button. The file name will appear in the **Import or Export Data** screen.

   Note: To be imported into the GRADE database, the data in a file must be in a comma- or tab-delimited format.

5. Click **Continue** to proceed to the **Assign Labels** screen, and follow the instructions for assigning labels to imported data. (See Figure 83.)

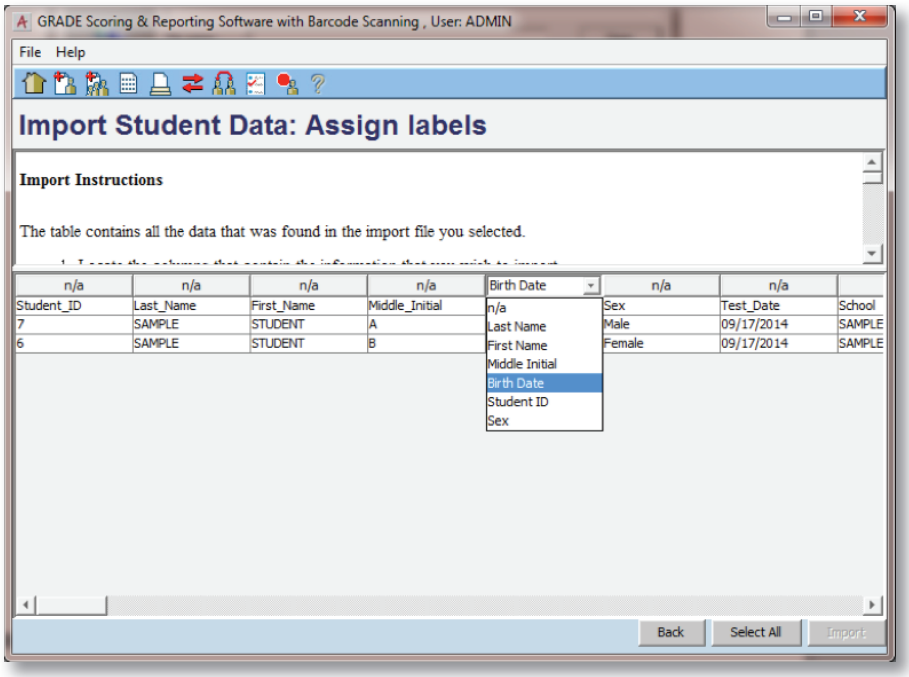


Figure 83. Import Student Data: Assign Labels screen

6. Click the data row(s) that you want to import from the file. Then click the **Import** button at the bottom of the screen. If you want to import all data, click the **Select All** button.

   - A student's ID number, first and last name, sex, and birth date are required to import an individual student data set.
   - A teacher's name (first, last, or middle initial) and ID number are required to import an individual teacher data set.

   Note: If you have selected "Update Duplicate Student IDs," all imported students with matching names and birth dates in the GRADE database will have their Student IDs replaced with Student IDs from the imported file. If "Update Duplicate Student IDs" is not selected, imported data will be checked for duplicate names and ID numbers from the GRADE database. Duplicates from the imported file will be identified once importing is completed.

7. Click the **Back** button to return to the **Import or Export Data** screen.

Exporting Data

To export student data from the **Import or Export Data** screen, complete these steps:

1. From the **Export Research File** section of the **Import or Export Data** screen (see Figure 81), indicate the type of data you want to export:

- Export individual students' basic demographic data (default).
- Export individual students' basic demographic data and selected Total Test derived scores. Check the box(es) of the type(s) of Total Test derived scores to include in the export file.
- Export individual students' basic demographic data and derived scores. Check the box(es) of the type(s) of Total Test and subtest derived scores to include in the export file.
- Export individual students basic demographic data, derived scores, and item responses. Check the box(es) of the type(s) of Total Test and subtest derived scores to include in the export file.

With the second, third, and fourth export options you have the choice of including School/Class and Teacher IDs in the file. You also have the choice to include the Category information for each test record.

2. Indicate a date range to include in the exported data file. Include all dates by clicking the **Select All** button. Or click the **Specify Date Range** button and indicate the range using the pull-down menus for **Start** and **End** test dates.
3. Click **Continue** to advance to the **Location and Name of the Export File** window. (See Figure 84.)

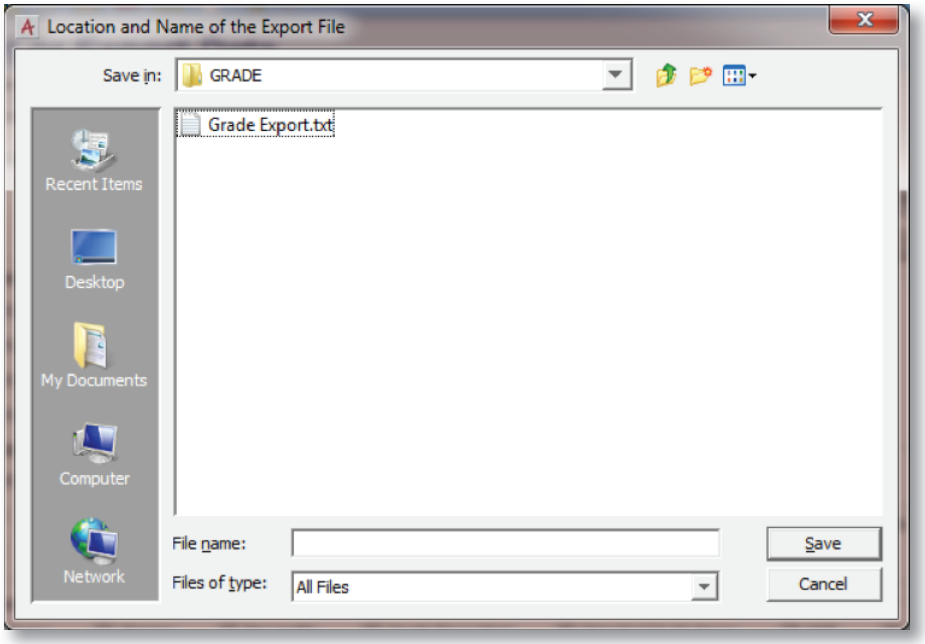


Figure 84. Location and Name of the Export File window

4. Enter a file name, then click **Save**, and then click **OK** on the verification prompt.

Merging Data

To merge data from the GRADE software, go to the **Merge Data** screen by clicking either the **Merge Data** button on the **Home** screen or the **Merge Data** icon at the top of the screen.

From the **Merge Import and Export** tab on the **Merge Data** screen (see Figure 85), select one of the following options:

- **Import Data From Another GRADE Database**. This allows you to import into your current GRADE database any data that were previously created in another GRADE database.
- **Export Individual Student Data**. This allows you to export individual students and their associated tests to a file that can be imported to another GRADE database. When imported, these tests will not be associated with any teacher or class. They will be reported on using only **Individual Progress Reports**.
- **Export Group Student Data**. This allows you to export groups of students and their associated tests to a file that can be imported to another GRADE database. When imported, all tests will remain associated with the original teacher and class. If data exist in the current database, they can be modified using the **Merge Edit** tab after they have been imported.

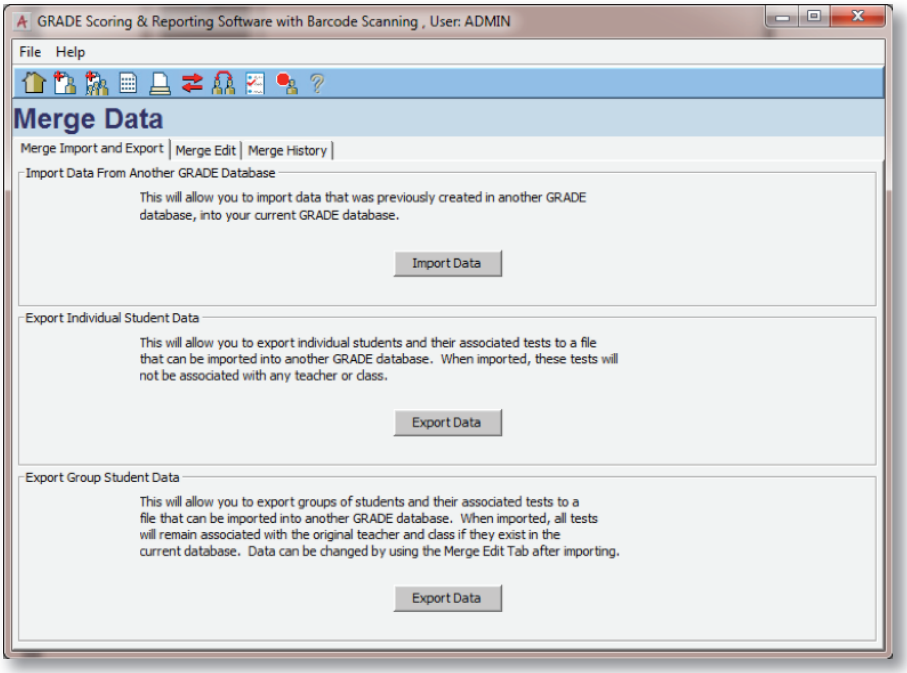


Figure 85. Merge Data screen, Merge Import and Export tab

Exporting Individual Student Data

To export individual student data, follow these steps:

1. Click on the **Export Data** button.
2. From the **Select Students to Export** screen (see Figure 86), press the **Ctrl** key on your keyboard while clicking each student whose data you wish to export. Click the **Select All** button to select all students in the database.

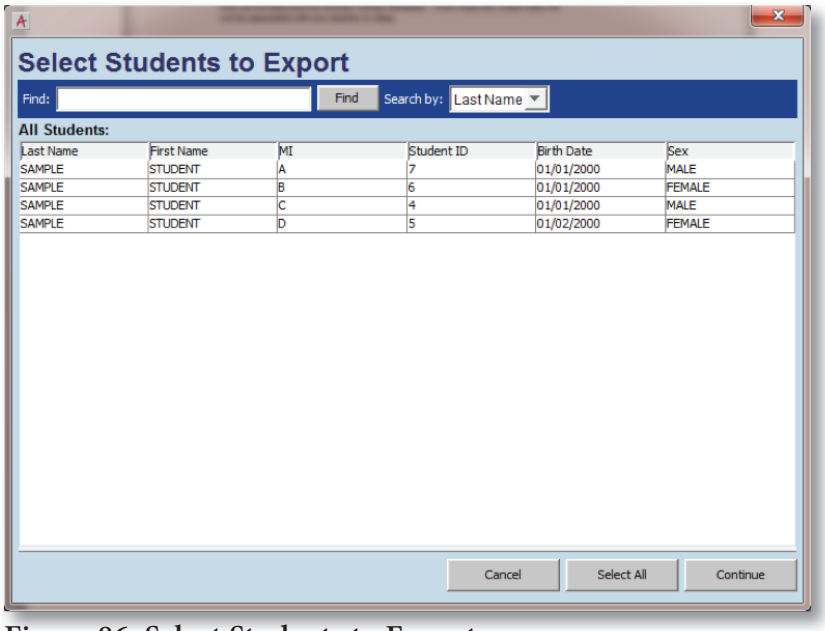


Figure 86. Select Students to Export screen

3. Click **Continue** to advance to the **Location and Name of Merge File** window. (See Figure 87.) Enter a file name, and then click **Save**.

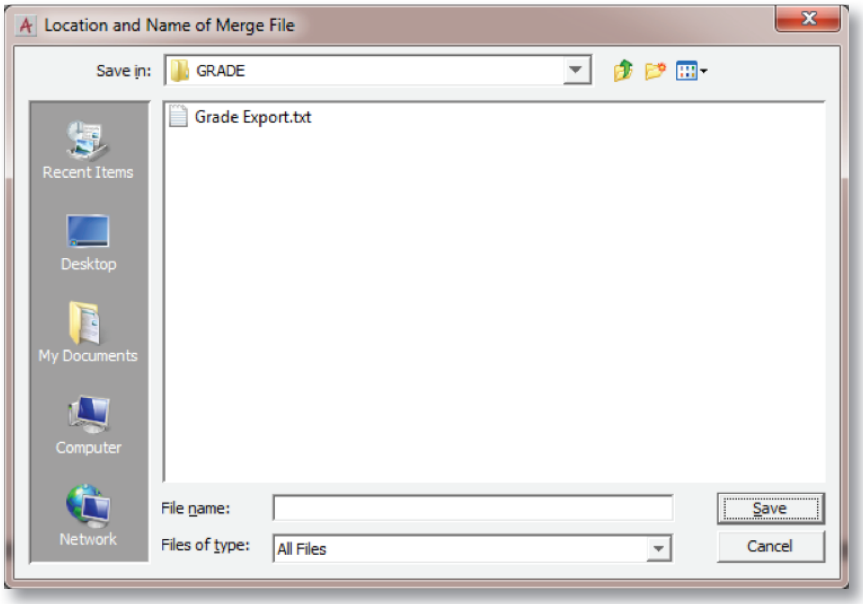


Figure 87. Location and Name of Merge File window

4. Click **OK** in the **Export Complete** dialog box (see Figure 88) to return to the **Merge Data** screen.

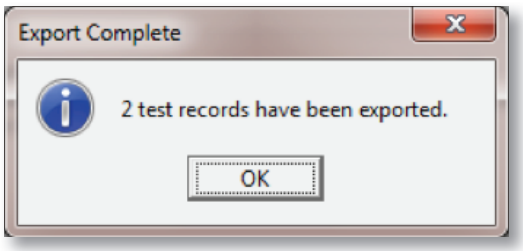


Figure 88. Export Complete dialog box

Exporting Group Student Data

To export group student data, do the following:

1. Click the **Export Data** button from the **Merge Import and Export** tab of the **Merge Data** screen. (See Figure 85.)
2. From the **Select Students to Export** screen (see Figure 86), press the **Ctrl** key on your keyboard while clicking each student you want to select from the GRADE database. Click the **Select All** button to select all students.
3. Click **Continue** to advance to the **Location and Name of Merge File** window. (See Figure 87.)
4. Enter a file name, and then click **Save**.
5. Click **OK** in the **Export Complete** dialog box (see Figure 88) to return to the **Merge Data** screen.

Importing Data From Another GRADE Database

Complete these steps to import data from another database:

1. From the **Merge Import and Export** tab of the **Merge Data** screen (see Figure 85), click the **Import Data** button to locate the file you want to import.
2. Click the file you want to import from the **Select a Merge File** window (see Figure 89), and then click **Open**.

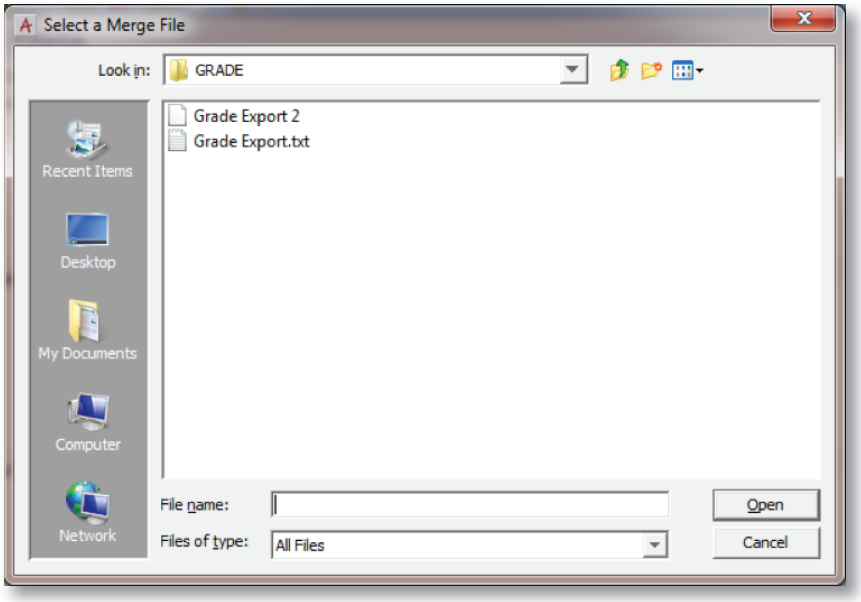


Figure 89. Select a Merge File window

3. Click **OK** in the **Import Details** dialog box (see Figure 90) to return to the **Merge Data** screen.

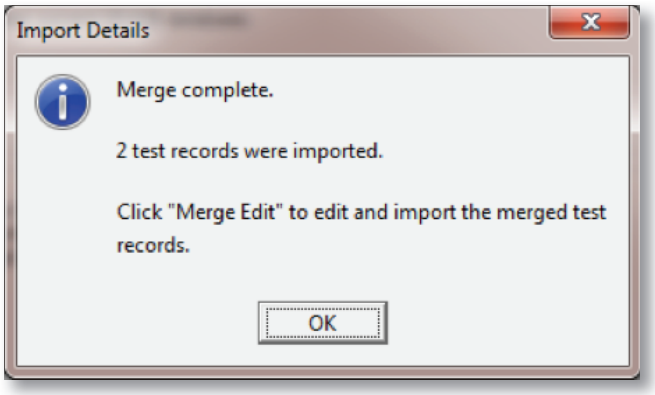


Figure 90. Import Details dialog box

4. Click the **Merge Edit** tab on the **Merge Data** screen to display the records in the selected file. (See Figure 91.) These files and records can now be opened for correction.

To Import an Individual

1. Click the **Merge Edit** tab on the **Merge Data** screen to display the student records in the selected file. (See Figure 91.) Records with errors are color-coded and must be edited before importing.

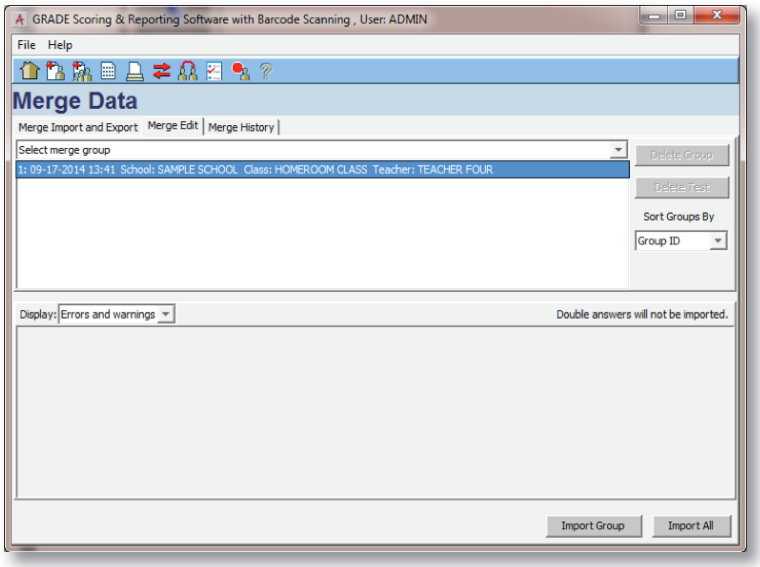


Figure 91. Merge Data screen, Merge Edit tab

2. Click the pull-down menu and select **Individual Student Merge** to view a list of all student records in the file.

3. Click a student record to edit and correct any errors. (See Figure 92.)

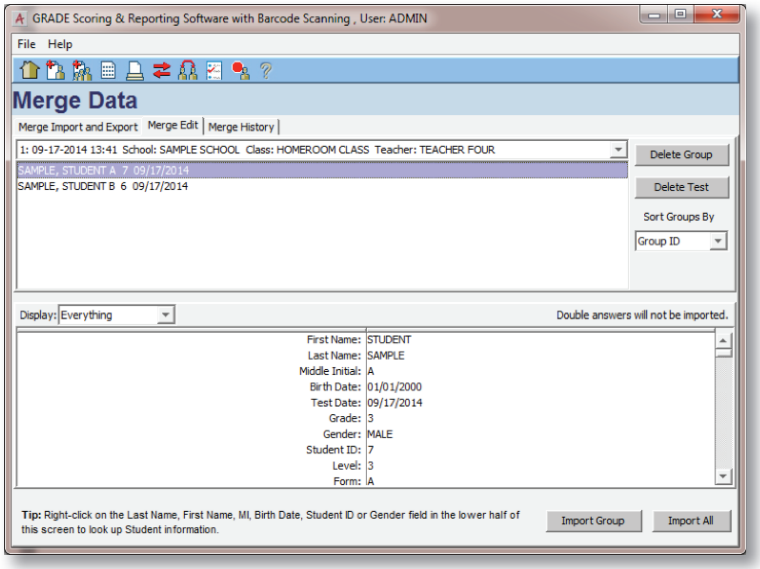


Figure 92. Merge Data screen, Merge Edit tab showing individual import records

4. After correcting any errors, click the **Import** button to display the results in the **Import Report** dialog box. (See Figure 93.)

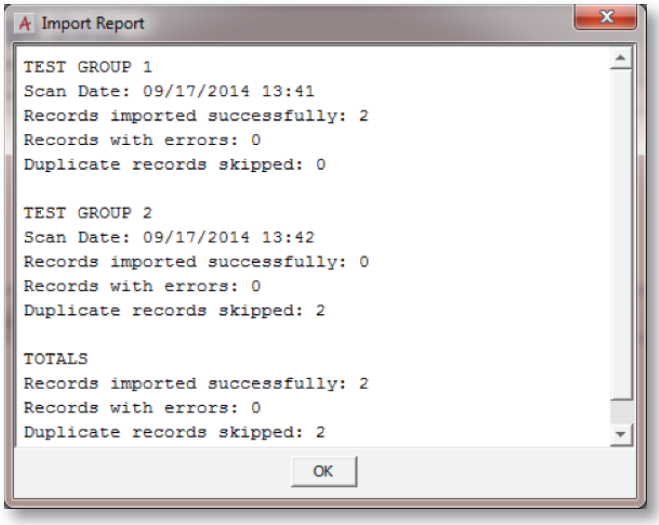


Figure 93. Import Report dialog box

To Import a Group

1. Click the **Merge Edit** tab on the **Merge Data** screen to display the test records in the selected file. (See Figure 94.) Test records will be grouped by school, class, and teacher.

Note: Records with errors are color-coded and must be edited before importing.

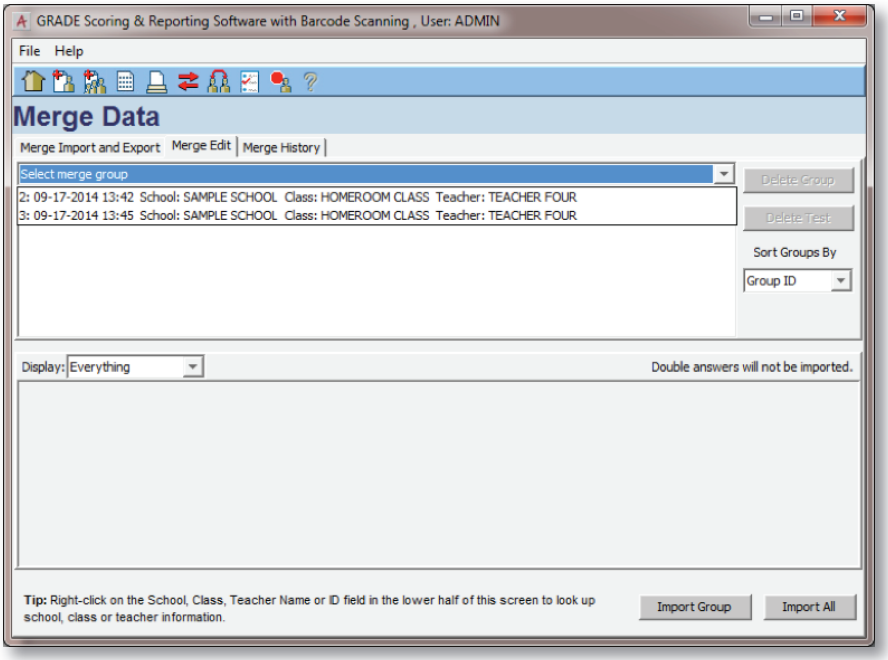


Figure 94. Merge Data screen, Merge Edit tab showing imported group test records

2. Click the pull-down menu and select the applicable group in order to view a list of all student test records in that class. Group information is displayed at the bottom of the screen and can be edited to correct any errors. (See Figure 95.)

Note: You can select individual records from an imported group to edit. To do so, follow the instructions given at the bottom of Figure 96 and Figure 97.

◆ To select group records, search by school, class, or teacher.

◆ To select individual student records, search by student.

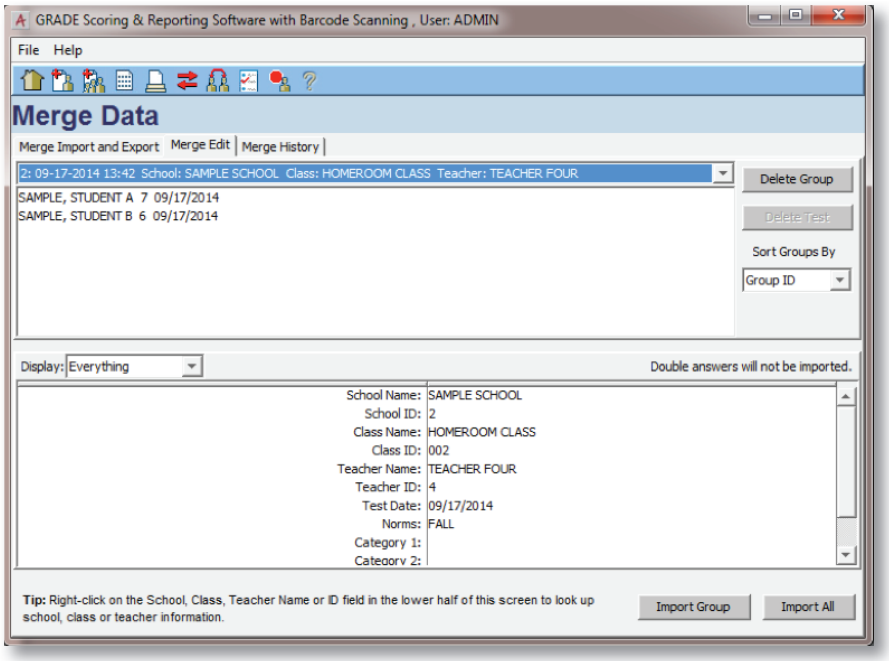


Figure 95. Merge Data screen, Merge Edit tab showing imported group student records

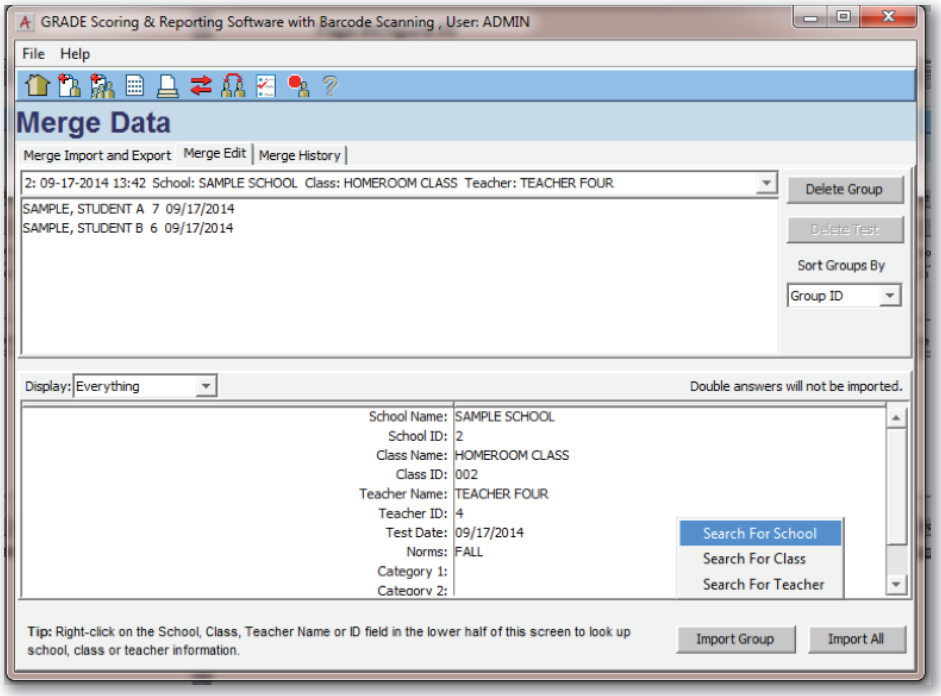


Figure 96. Merge Data screen, Merge Edit tab, group record search

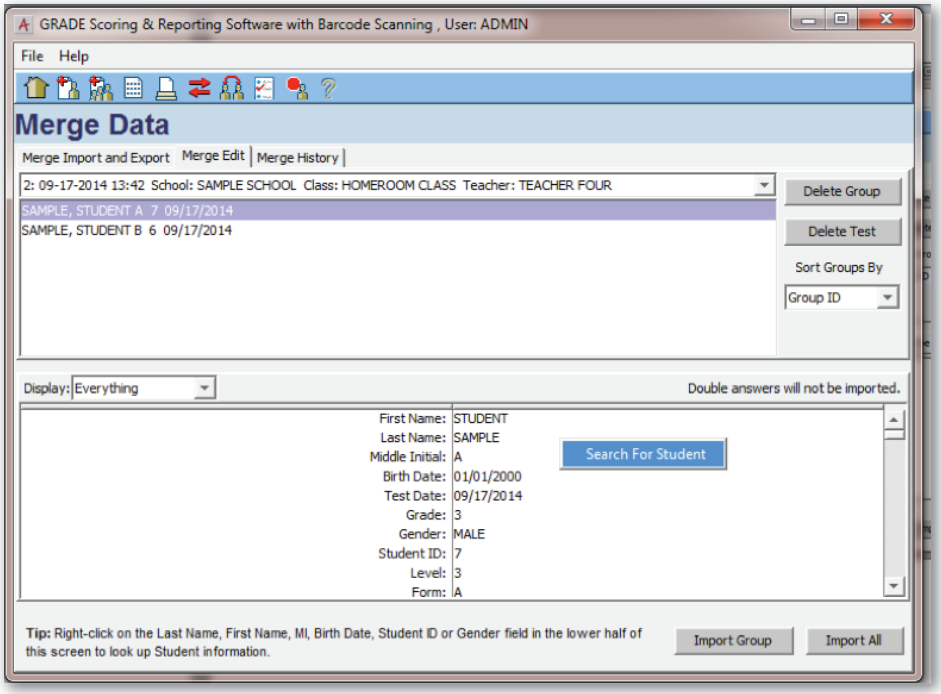


Figure 97. Merge Data screen, Merge Edit tab, individual student search

3. Click a student test record to edit and correct any errors. (See Figure 98.)

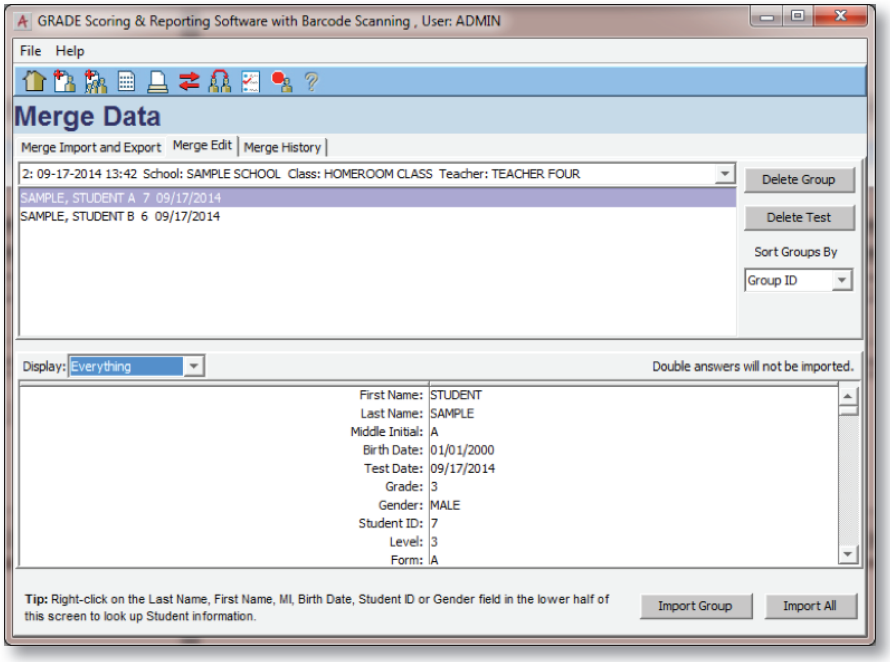


Figure 98. Merge Data screen, Merge Edit tab showing student record selected from imported student group records

4. After correcting any errors, click the **Import** button to display the results in the **Import Report** dialog box. (See Figure 93.)

5. Click on the "X" in the upper right-hand corner to exit the **Import Report** dialog box and return to the **Merge Data** screen. The screen will be clear of any records except those still containing errors.

   - Click the **Merge History** tab on the **Merge Data** screen to review the **Merge Data** history.
   - Click a merge data import group to review individual student records in that group.
   - Click the **Home** button at the bottom of the screen to return to the GRADE **Home** screen.

Reference

Williams, K. T. (2001). *Group Reading Assessment and Diagnostic Evaluation* (GRADE). Circle Pines, MN: AGS Publishing.

Technical Support

Technical support is available for the GRADE software:

Customer Service
800-328-5999 Main
888-556-2103 Fax
EACustomerService@pearson.com

Technical Support
Hotline: 877-324-2401
GRADESupport@Pearson.com
http://www.pearsonassessments.com

Appendix A: Export File Variables

GRADE Field	Levels	Export Type	Score/Option
Student ID	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Last Name	ALL	DEMO, TOT TEST, ALL, RESPONSES	
First Name	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Middle Initial	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Birth Date	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Sex	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Test Date	ALL	DEMO, TOT TEST, ALL, RESPONSES	
School	ALL	DEMO, TOT TEST, ALL, RESPONSES	
School ID	ALL	DEMO, TOT TEST, ALL, RESPONSES	SCHOOL/CLASS ID
Class	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Class ID	ALL	DEMO, TOT TEST, ALL, RESPONSES	SCHOOL/CLASS ID
Teacher	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Teacher ID	ALL	DEMO, TOT TEST, ALL, RESPONSES	TEACHER ID
Grade	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Level	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Form	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Norms	ALL	DEMO, TOT TEST, ALL, RESPONSES	
Sound Matching Raw Score	P, K	ALL, RESPONSES	RAW
Rhyming Raw Score	P, K	ALL, RESPONSES	RAW
Phonological Awareness Raw Score	P, K	ALL, RESPONSES	RAW
Phonological Awareness Stanine	P, K	ALL, RESPONSES	STANINE
Picture Matching Raw Score	P	ALL, RESPONSES	RAW
Picture Differences Raw Score	P	ALL, RESPONSES	RAW
Visual Skills Raw Score	P	ALL, RESPONSES	RAW
Visual Skills Stanine	P	ALL, RESPONSES	STANINE
Verbal Concepts Raw Score	P	ALL, RESPONSES	RAW
Picture Categories Raw Score	P	ALL, RESPONSES	RAW
Concepts Raw Score	P	ALL, RESPONSES	RAW
Concepts Stanine	P	ALL, RESPONSES	STANINE
Listening Comprehension Raw Score	ALL	ALL, RESPONSES	RAW
Listening Comprehension Stanine	ALL	ALL, RESPONSES	STANINE

Appendix A *continued:*
Export File Variables

GRADE Field	Levels	Export Type	Score/Option
Print Awareness Raw Score	K	ALL, RESPONSES	RAW
Letter Recognition Raw Score	K	ALL, RESPONSES	RAW
Same & Different Words Raw Score	K	ALL, RESPONSES	RAW
Early Literacy Skills Raw Score	K	ALL, RESPONSES	RAW
Early Literacy Skills Stanine	K	ALL, RESPONSES	STANINE
Phoneme-Grapheme Correspondence Raw Score	K	ALL, RESPONSES	RAW
Phoneme-Grapheme Correspondence Stanine	K	ALL, RESPONSES	STANINE
Word Reading Raw Score	K, 1, 2, 3	ALL, RESPONSES	RAW
Word Reading Stanine	K, 1, 2, 3	ALL, RESPONSES	STANINE
Word Meaning Raw Score	1, 2	ALL, RESPONSES	RAW
Word Meaning Stanine	1, 2	ALL, RESPONSES	STANINE
Vocabulary Raw Score	3, 4, 5, 6, M, H, A	ALL, RESPONSES	RAW
Vocabulary Stanine	3, 4, 5, 6, M, H, A	ALL, RESPONSES	STANINE
Vocabulary Percentile	4, 5, 6, M, H, A	ALL, RESPONSES	PERCENTILE
Vocabulary Grade Equivalent	4, 5, 6, M, H, A	ALL, RESPONSES	GRADE EQUIVALENT
Vocabulary Scaled Score	4, 5, 6, M, H, A	ALL, RESPONSES	SCALED SCORE
Vocabulary NCE	4, 5, 6, M, H, A	ALL, RESPONSES	NCE
Vocabulary Composite Raw Score	1, 2, 3	ALL, RESPONSES	RAW
Vocabulary Composite Stanine	1, 2, 3	ALL, RESPONSES	STANINE
Vocabulary Composite Percentile	1, 2, 3	ALL, RESPONSES	PERCENTILE
Vocabulary Composite Grade Equivalent	1, 2, 3	ALL, RESPONSES	GRADE EQUIVALENT
Vocabulary Composite Standard Score	1, 2, 3	ALL, RESPONSES	STANDARD SCORE
Vocabulary Composite NCE	1, 2, 3	ALL, RESPONSES	NCE

Appendix A *continued:*
Export File Variables

GRADE Field	Levels	Export Type	Score/Option
Sentence Comprehension Raw Score	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	RAW
Sentence Comprehension Stanine	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	STANINE
Passage Comprehension Raw Score	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	RAW
Passage Comprehension Stanine	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	STANINE
Comprehension Composite Raw Score	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	RAW
Comprehension Composite Stanine	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	STANINE
Comprehension Composite Percentile	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	PERCENTILE
Comprehension Composite Grade Equivalent	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	GRADE EQUIVALENT
Comprehension Composite Standard Score	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	STANDARD SCORE
Comprehension Composite NCE	1, 2, 3, 4, 5, 6, M, H, A	ALL, RESPONSES	NCE
Total Test Raw Score	ALL	TOT TEST, ALL, RESPONSES	RAW
Total Test Stanine	ALL	TOT TEST, ALL, RESPONSES	STANINE
Total Test Percentile	ALL	TOT TEST, ALL, RESPONSES	PERCENTILE
Total Test Grade Equivalent	ALL	TOT TEST, ALL, RESPONSES	GRADE EQUIVALENT
Total Test Standard Score	ALL	TOT TEST, ALL, RESPONSES	STANDARD SCORE
Total Test NCE	ALL	TOT TEST, ALL, RESPONSES	NCE
Total Test GSV	ALL	TOT TEST, ALL, RESPONSES	GSV
Sound Matching Items	P, K	RESPONSES	
Rhyming Items	P, K	RESPONSES	
Picture Matching Items	P	RESPONSES	
Picture Differences Items	P	RESPONSES	
Verbal Concepts Items	P	RESPONSES	
Picture Categories Items	P	RESPONSES	
Listening Comprehension Items	ALL	RESPONSES	

Appendix A *continued:*
Export File Variables

GRADE Field	Levels	Export Type	Score/Option
Print Awareness Items	K	RESPONSES	
Letter Recognition Items	K	RESPONSES	
Same & Different Words Items	K	RESPONSES	
Phoneme-Grapheme Items	K	RESPONSES	
Word Reading Items	K, 1, 2, 3	RESPONSES	
Word Meaning Items	1, 2	RESPONSES	
Vocabulary Items	3, 4, 5, 6, M, H, A	RESPONSES	
Sentence Comprehension Items	1, 2, 3, 4, 5, 6, M, H, A	RESPONSES	
Passage Comprehension Items	1, 2, 3, 4, 5, 6, M, H, A	RESPONSES	
Category A0	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A1	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A2	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A3	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A4	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A5	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A6	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A7	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category A9	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B0	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B1	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B2	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B3	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B4	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B5	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B6	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B7	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES

Appendix A *continued:*
Export File Variables

GRADE Field	Levels	Export Type	Score/Option
Category B8	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category B9	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C0	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C1	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C2	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C3	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C4	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C5	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C6	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C7	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C8	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category C9	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D0	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D1	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D2	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D3	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D4	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D5	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D6	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D7	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D8	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES
Category D9	ALL	TOT TEST, ALL, RESPONSES	CATEGORIES

DEMO – Demographics only
TOT TEST – Demographics and Total Test scores only
ALL – Demographics and all scores
RESPONSES - Demographics, all scores and item responses
SCHOOL/CLASS ID – Include School/Class ID
TEACHER ID – Include Teacher ID
CATEGORIES – Include Categories

RAW – Include Raw Scores
STANINE – Include Stanine Scores
PERCENTILE – Include Percentile Scores
GRADE EQUIVALENT – Include Grade Equivalent Values
STANDARD SCORE – Include Standard Scores
NCE – Include NCE Scores
GSV – Include GSV Scores

Appendix B: GRADE Software Sample Reports

Sample Individual Diagnostic Analysis Report 104
Sample Individual Score Summary Report 105
Sample Individual Progress Report 106
Sample Individual Parent Report 107
Sample Spanish Individual Parent Report 108
Sample Group Score Summary Report 109
Sample Group Diagnostic Analysis by Item Report, page 1 110
Sample Group Diagnostic Analysis by Item Report, page 2 111
Sample Group Diagnostic Analysis by Item Report, page 3 112
Sample Group Diagnostic Analysis by Item Report, page 4 113
Sample Group Diagnostic Analysis by Item Report, page 5 114
Sample Group Diagnostic Analysis by Type Report, page 1 115
Sample Group Diagnostic Analysis by Type Report, page 2 116
Sample Group Diagnostic Analysis by Type Report, page 3 117
Sample Group Diagnostic Analysis by Type Report, page 4 118
Sample Group Diagnostic Analysis by Type Report, page 5 119
Sample Group Reading Progress Report 120
Sample Group Score Summary Report: District 121

GRADE

Individual Diagnostic Analysis - SAMPLE, STUDENT B.
District: SAMPLE DISTRICT

Group Reading Assessment and Diagnostic Evaluation — **On-Level Fall Norms Level 1, Form A**

Subtest	RS	Sum	Stanine	%ile	GE	SS	NCE	Descriptor	GSV
Word Reading	4		2					Weakness	
Word Meaning	7		1					Weakness	
Vocabulary Composite		11	1	<1	<K.8	57	1	Weakness	
Sentence Comprehension	4		4					Average	
Passage Comprehension	7		4					Average	
Comprehension Composite		11	4	23	K.8	89	35	Average	
TOTAL TEST		22	1	2	<K.8	68	5	Weakness	293
Listening Comprehension	1		1					Weakness	

Birth Date: 01/01/2000
Test Date: 09/17/2014
Grade: 1
Teacher/Examiner: TEACHER FOUR
Class/Group: HOMEROOM CLASS
School: SAMPLE SCHOOL

Diagnostic Analysis Summary

Word Reading	NC	NP	%
Sight, or Irregular	2	15	13%
Decodable	2	5	40%

Word Meaning	NC	NP	%
Sight, or Irregular	1	12	8%
Decodable	6	15	40%

Sentence Comprehension	NC	NP	%
Verbs	0	4	0%
Prepositions	0	2	0%
Nouns	2	6	33%
Adverbs	0	2	0%
Adjectives	2	5	40%
Simple	4	14	29%
Complex	0	3	0%
Compound	0	2	0%

Passage Comprehension	NC	NP	%
Questioning	3	8	38%
Clarifying	4	11	36%
Summarizing	0	4	0%
Predicting	0	1	0%
Fiction	5	18	28%
Science	1	3	33%
Poem	1	3	33%
Short	2	9	22%
Medium	3	9	33%
Long	2	6	33%

Listening Comprehension	NC	NP	%
Vocabulary	0	5	0%
Inference	1	4	25%
Grammar	0	8	0%

NC = Number Correct NP = Number Possible

RECOMMENDATIONS

The **Vocabulary Composite** measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of context clues. STUDENT's weak performance on the Vocabulary Composite may indicate a lack of knowledge of phonics rules and/or overdependence on the rules. It may also demonstrate difficulties in recognizing words and knowing their meanings. There is a potential for problems with developing good comprehension skills. The Word Attack Skills workbook and the Vocabulary Building workbook for Levels 1, 2, and 3 in the Building Reading Success Workbook series may be helpful for remediation.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. STUDENT's average performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of the written material. The Reading Comprehension workbook for Levels 1 and 2 in the Building Reading Success Workbook series may be helpful for remediation.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. STUDENT's weak Total Test performance suggests that assistance is needed to improve reading skills. The Sounds to Letters workbook in the Building Reading Success Workbook series may be helpful for remediation and the Sounds & Symbols Early Reading Program may improve overall reading skills. STUDENT was administered Level 1 of the GRADE. The GRADE Resource Libraries (GRLs) may be helpful at Level P for remediation for activities, worksheets, and booklists.

Listening Comprehension measures understanding of language without printed cues. STUDENT's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

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GRADE

Individual Score Summary - SAMPLE, STUDENT B.
District: SAMPLE DISTRICT

Group Reading Assessment and Diagnostic Evaluation — **On-Level Fall Norms Level 1, Form A**

Subtest	RS	Sum	Stanine	%ile	GE	SS	NCE	Descriptor	GSV
Word Reading	18		7					Strength	
Word Meaning	19		5					Average	
Vocabulary Composite		37	6	59	1.4	104	56	Average	
Sentence Comprehension	17		8					Strength	
Passage Comprehension	16		7					Strength	
Comprehension Composite		33	8	91	2.3	121	79	Strength	
TOTAL TEST		70	7	84	1.9	115	71	Strength	378
Listening Comprehension	16		6					Average	

Birth Date: 01/01/2000
Test Date: 09/22/2014
Grade: 1
Teacher/Examiner: TEACHER FOUR
Class/Group: HOMEROOM CLASS
School: SAMPLE SCHOOL

Diagnostic Analysis Summary

Word Reading	NC	NP	%
Sight, or Irregular	14	15	93%
Decodable	4	5	80%

Word Meaning	NC	NP	%
Sight, or Irregular	9	12	75%
Decodable	10	15	67%

Sentence Comprehension	NC	NP	%
Verbs	4	4	100%
Prepositions	1	2	50%
Nouns	5	6	83%
Adverbs	2	2	100%
Adjectives	5	5	100%
Simple	13	14	93%
Complex	3	3	100%
Compound	1	2	50%

Passage Comprehension	NC	NP	%
Questioning	8	8	100%
Clarifying	4	11	36%
Summarizing	3	4	75%
Predicting	1	1	100%
Fiction	12	18	67%
Science	2	3	67%
Poem	2	3	67%
Short	5	9	56%
Medium	7	9	78%
Long	4	6	67%

Listening Comprehension	NC	NP	%
Vocabulary	4	5	80%
Inference	4	4	100%
Grammar	8	8	100%

NC = Number Correct NP = Number Possible

Description of Results

A Stanine score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or needs.

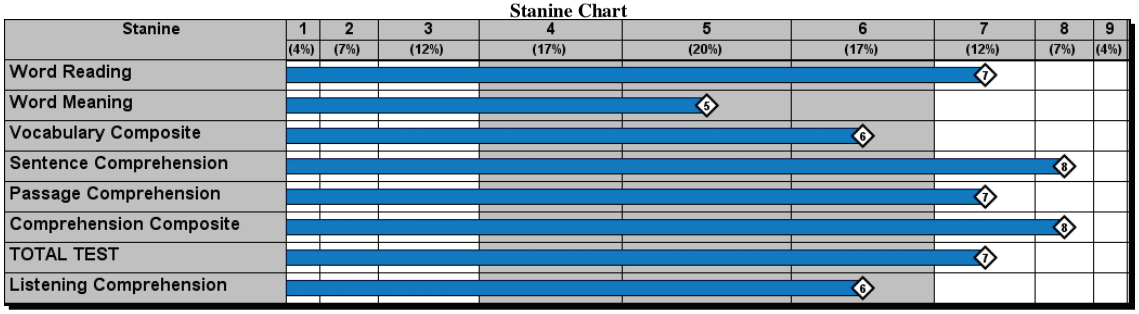
The **Vocabulary Composite** measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of context clues. STUDENT's average performance on the Vocabulary Composite indicates a knowledge of phonics, the exceptions to letter-sound correspondence rules, and the ability both to read words and know their meanings.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. STUDENT's strong performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of the written material.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. STUDENT's strong Total Test performance suggests future success in reading.

Listening Comprehension measures understanding of language without printed cues. STUDENT's average performance indicates oral language skills appropriate with the development level represented for Level 1.

Stanine Chart



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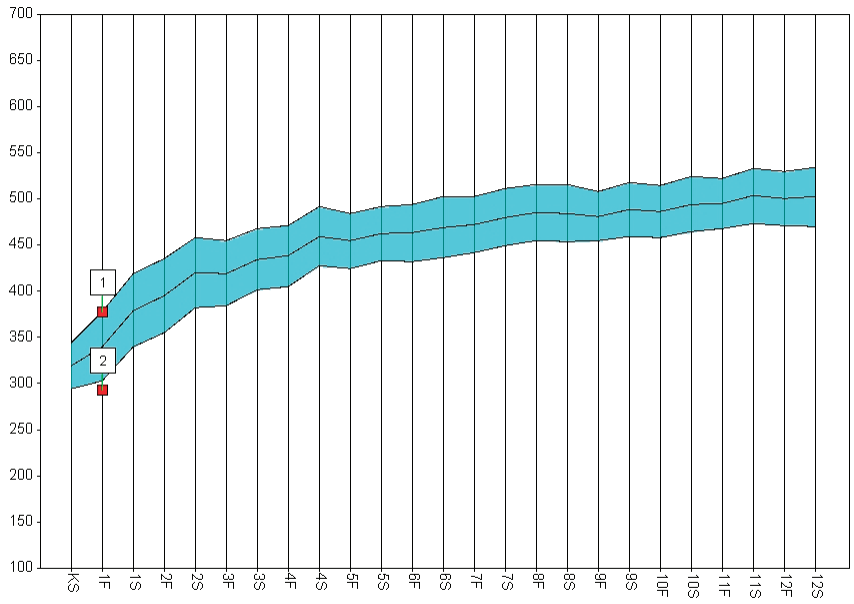
Individual Progress Report - STUDENT B. SAMPLE

GRADE **Group Reading Assessment and Diagnostic Evaluation**

What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick for measuring reading progress throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk unless the they are being tested as a postsecondary or ungraded student.

Student GSV(s) and the Normal Growth Curve



*Shaded area represents ±1 Standard Deviation of the standardization sample.

Administrations of the GRADE

Seq.	Date	Grade	Level	GSV	National Mean	Range
1	09/22/2014	1	1(A)	378	340	303-377
2	09/17/2014	1	1(A)	293	340	303-377

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GRADE

Individual Parent Report - SAMPLE, STUDENT B.
District: SAMPLE DISTRICT

Group Reading Assessment and Diagnostic Evaluation — **On-Level Fall Norms Level 1, Form A**

STUDENT recently took the Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a test designed to see what pre-reading or reading skills have been learned and what skills need to be taught. The information below shows STUDENT's test results. The Stanine chart reflects STUDENT's most recent test administration and shows her performance on specific GRADE subtests. The Growth Scale Value (GSV) graph demonstrates STUDENT's reading progress over time. The data point or mark on this graph represents STUDENT's reading performance. Please feel free to ask any questions about this report. You are an important part of STUDENT's reading success.

Birth Date: 01/01/2000
Test Date: 09/17/2014
Grade: 1
Teacher/Examiner: TEACHER FOUR
Class/Group: HOMEROOM CLASS
School: SAMPLE SCHOOL

Stanine Profile

Stanine	1	2	3	4	5	6	7	8	9
	(4%)	(7%)	(12%)	(17%)	(20%)	(17%)	(12%)	(7%)	(4%)
Word Reading		2							
Word Meaning	1								
Vocabulary Composite	1								
Sentence Comprehension				4					
Passage Comprehension				4					
Comprehension Composite				4					
TOTAL TEST	1								
Listening Comprehension	1								

Stanine Description

A Stanine score converts the total number correct to a single-digit number between 1 and 9, which makes test performance easier to understand and shows how the student's performance compares with the average student performance. If the Stanine score is 1, 2, or 3, the test performance is considered below average or reflects a weak performance on the skills in the subtests. If the Stanine score is 4, 5, or 6, the test performance is considered average. If the Stanine score is 7, 8, or 9, the test performance is considered above average and reflects strong performance. Looking at Stanine scores helps readily identify reading strengths and/or needs.

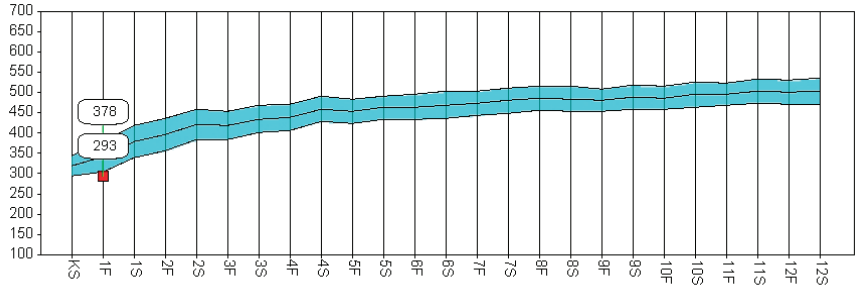
The **Vocabulary Composite** measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of context clues. STUDENT's weak performance on the Vocabulary Composite may indicate a lack of knowledge of phonics rules and/or overdependence on the rules. It may also demonstrate difficulties in recognizing words and knowing their meanings. There is a potential for problems with developing good comprehension skills.

The **Comprehension Composite** measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage. STUDENT's average performance indicates an ability to read and comprehend a sentence as a whole thought, regardless of the complexity of the sentence structure, as well as an ability to comprehend a variety of material and successfully apply strategies to the comprehension of the written material.

The **Total Test** raw score can be converted to and viewed as multiple types of scores for overall reading skill assessment. STUDENT's weak Total Test performance suggests that assistance is needed to improve reading skills.

Listening Comprehension measures understanding of language without printed cues. STUDENT's weak performance may indicate difficulties with oral language skills, which should be considered with any additional assessment.

Growth Scale Value (GSV)



GSV Description

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick by which reading progress can be measured throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 340 is average for first-grade students in the Fall; a GSV of less than 303 would reflect a lower reading performance and a GSV greater than 377 would reflect a higher reading performance for first-grade students in the Fall. **On this administration of the GRADE STUDENT obtained a GSV of 293.** (The GSVs for students taking Levels P and K will not be plotted because these values are centered differently on the GSV scale.)

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GRADE

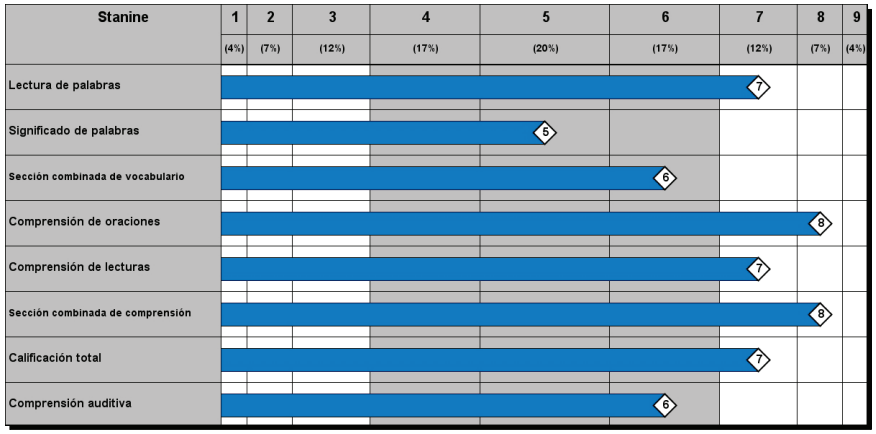
Informe para padres de familia - SAMPLE, STUDENT B.
Distrito: SAMPLE DISTRICT

Evaluación grupal para la valoración y el diagnóstico de la lectura **En el nivel correspondiente** **Normas del otoño** **Nivel 1, forma A**

Recientemente, STUDENT tomó la prueba llamada Evaluación grupal para la valoración y el diagnóstico de la lectura (Group Reading Assessment and Diagnostic Evaluation o GRADE, por sus siglas en inglés). GRADE es una prueba diseñada para determinar qué destrezas de preparación para la lectura o de lectura han aprendido los estudiantes y qué destrezas se deben enseñar. La información que se encuentra a continuación muestra los resultados de la prueba de STUDENT. Primero, el perfil de las calificaciones estaninas muestra los resultados de la prueba más reciente que tomó STUDENT y su desempeño en cada sección específica de la prueba GRADE. Después, la gráfica del valor en la escala de desarrollo (Growth Scale Value, o GSV en inglés) muestra el progreso en la lectura que ha tenido STUDENT con el paso del tiempo. El punto o la marca de datos de esta gráfica representa el desempeño en la lectura de STUDENT. Por favor, no dude en hacernos llegar cualquier pregunta que tenga acerca de este informe. Usted tiene un papel muy importante en el éxito de STUDENT en la lectura.

Fecha de nacimiento	01/01/2000
Fecha de prueba	09/22/2014
Grado escolar	1
Maestro/Administrador de la	TEACHER FOUR
Clase/Grupo	HOMEROOM CLASS
Escuela	SAMPLE SCHOOL

Perfil de calificaciones estaninas



Descripción de las calificaciones estaninas

Una calificación estanina convierte el número total de respuestas correctas en un número de un solo dígito entre el 1 y el 9. Esto permite entender más fácilmente el desempeño en la prueba, y al mismo tiempo muestra en qué nivel de desempeño se encuentra un estudiante en comparación con el desempeño promedio de los estudiantes de su grado. Si la calificación estanina es de 1, 2 ó 3, se considera que el desempeño en la prueba está por debajo del promedio, o bien que refleja un desempeño débil en las habilidades que se pusieron a prueba en las diferentes secciones de la prueba. Si la calificación estanina es de 4, 5 ó 6, se considera que el desempeño en la prueba está dentro del promedio. Si la calificación estanina es de 7, 8 ó 9, se considera que el desempeño en la prueba está por arriba del promedio y refleja un desempeño firme. Tan sólo con ver la calificación estanina se pueden identificar rápidamente los puntos fuertes o las deficiencias en la lectura.

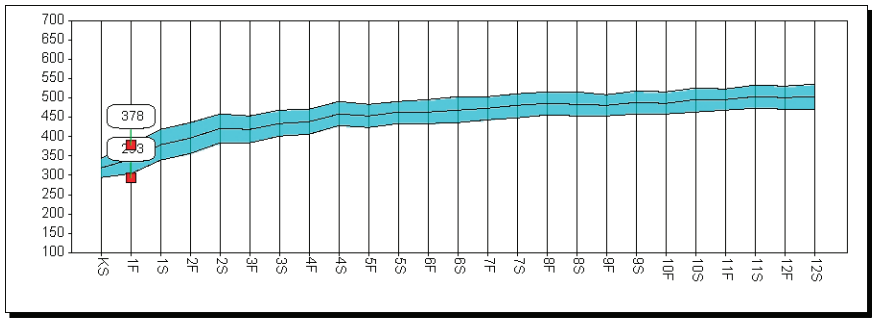
La sección **combinada de vocabulario** mide la habilidad para decodificar fonéticamente las palabras cotidianas, la habilidad para reconocer a simple vista palabras comunes y la habilidad para comprender el significado de una palabra sin la ayuda de claves de contexto. El desempeño promedio de STUDENT en la sección combinada de vocabulario indica conocimiento de la fonética y de las excepciones a las reglas de correspondencia entre la letra y el sonido, así como habilidad para la lectura de palabras y para conocer su significado.

La sección **combinada de comprensión** mide la habilidad para comprender una oración como una unidad entera y para comprender oraciones múltiples en una lectura. El firme desempeño de STUDENT indica habilidad para leer y comprender una oración como una idea entera, sin importar la complejidad de la estructura de la oración. También indica habilidad para comprender materiales diversos y emplear con éxito las estrategias de comprensión del material escrito.

La calificación **total bruta de la prueba** puede convertirse a y ser vista como múltiples tipos de calificaciones para evaluar la habilidad general en la lectura. El firme desempeño de STUDENT en la prueba total indica que tendrá éxito en la lectura en el futuro.

La **comprensión auditiva** mide la comprensión del lenguaje sin la ayuda de claves impresas. El desempeño promedio de STUDENT indica habilidades del lenguaje oral que corresponden al nivel de desarrollo del Nivel Level 1.

Valor en la escala de desarrollo



Descripción del valor en la escala de desarrollo

El valor en la escala de desarrollo (GSV, por sus siglas en ingles) es una calificación que mide el progreso en la lectura con el paso del tiempo. Así como las pulgadas son una escala de intervalos iguales de longitud, el GSV es una escala de intervalos iguales de la habilidad para leer. Por lo tanto, el GSV es como una "regla" que mide el progreso en la lectura a lo largo de los años escolares. También puede usarse para comparar la habilidad para la lectura de un estudiante con un grupo de referencia, formado por todos los estudiantes que cursan un grado en particular. Por ejemplo: una calificación de GSV de 340 es el promedio para los estudiantes de 1er grado en el otoño; una calificación de GSV de menos de 303 reflejaría un desempeño en la lectura más bajo; y una calificación de GSV de más de 377 reflejaría un desempeño en la lectura más alto para los estudiantes de 1er grado en el otoño. **En esta administración del GRADE, STUDENT obtuvo una calificación de GSV de 378.** (Las calificaciones de GSV de los estudiantes que toman los niveles P y K no se marcarán en la gráfica porque estos valores se ubican de forma diferente en la escala de GSV).

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GRADE

Group Score Summary

Group Reading Assessment and Diagnostic Evaluation — **On-Level Fall Norms Level 1, Form A**

Test Dates: 09/17/2014 - 09/22/2014
District: SAMPLE DISTRICT
School: SAMPLE SCHOOL

Class: HOMEROOM CLASS (Count:

Student's Name	Grade	Word Reading		Word Meaning		Vocabulary Composite						Sentence Comprehension		Passage Comprehension		Comprehension Composite						Total Test							Listening Comprehension	
		RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	%ile	GE	SS	NCE	GSV	RS	Stanine
STUDENT B. SAMPLE	1	4	2	7	1	11	1	<1	<K.8	57	1	4	4	7	4	11	4	23	K.8	89	35	22	1	2	<K.8	68	5	293	1	1
STUDENT B. SAMPLE	1	18	7	19	5	37	6	59	1.4	104	56	17	8	16	7	33	8	91	2.3	121	79	70	7	84	1.9	115	71	378	16	6
STUDENT C. SAMPLE	1	7	3	5	1	12	1	<1	<K.8	62	1	5	4	10	5	15	5	41	1.0	97	46	27	2	7	<K.8	78	19	303	6	1
STUDENT D. SAMPLE	1	7	3	3	1	10	1	<1	<K.8	55	1	2	2	7	4	9	3	14	<K.8	84	28	19	1	<1	<K.8	60	1	286	5	1

Average GSV: 315

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Report Date: 09/22/2014

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Page 1 of 2

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Sample Group Diagnostic Analysis by Item Report, page 1

GRADE

Group Diagnostic Analysis by Item - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 1

Word Reading — **On-Level Fall Norms Level 3, Form A**

Teacher/Examiner: TEACHER THREE Test Dates: 09/17/2014 - 09/17/2014 Grade: 3 School: SAMPLE SCHOOL

Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Item Type		S	S	S	S	S	D	S	S	D	S	S	D	S	S	S	S	S	D	D	D	S	S	S	S	S	S	S	S	S	S
Target Word		today	ocean	women	young	earn	reach	eight	engine	supper	world	done	smile	example	bargain	scent	eager	bought	place	continue	mouth	sign	imagine	island	taught	sigh	few	since	grew	sure	known
Student Name	RS																														
STUDENT A. SAMPLE	30	D	A	D	C	A	E	C	A	D	B	A	D	B	A	B	D	E	C	B	A	E	D	A	D	C	B	A	C	D	E
Total Incorrect		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Correct		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Local p-value		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
National p-value		.99	.99	.99	.98	.98	.93	.98	.97	.95	.95	.97	.92	.96	.96	.95	.91	.90	.86	.94	.95	.92	.86	.92	.83	.78	.91	.76	.73	.56	.50
Difference		.01	.01	.01	.02	.02	.07	.02	.03	.05	.05	.03	.08	.04	.04	.05	.09	.10	.14	.06	.05	.08	.14	.08	.17	.22	.09	.24	.27	.44	.50
Correct Answer		D	A	D	C	A	E	C	A	D	B	A	D	B	A	B	D	E	C	B	A	E	D	A	D	C	B	A	C	D	E
Response A		0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0
Response B		0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0
Response C		0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0
Response D		1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0
Response E		0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1

Key

Item Type
D=Decodable S=Sight

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Report Date: 09/22/2014 Page 1 of 10

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GRADE

Group Diagnostic Analysis by Item - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 1

Vocabulary — **On-Level Fall Norms Level 3, Form A**

Teacher/Examiner: TEACHER THREE Test Dates: 09/17/2014 - 09/17/2014 Grade: 3 School: SAMPLE SCHOOL

Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Part of Speech		Aj	N	Aj	Aj	N	V	Aj	V	Aj	N	Av	N	Aj	V	Aj	N	V	N	V	Aj	Aj	N	V	N	Aj	N	N	Aj	N	V
Target Word		fresh	while	final	foolish	model	gather	healthy	escape	cool	guide	often	brook	ripe	search	silent	form	acting	moan	giggle	valuable	narrow	happiness	complete	careers	forbidden	reply	aid	satisfied	brink	rhyme
Student Name	RS																														
STUDENT A. SAMPLE	16	A	**D**	B	**B**	D	D	**C**	C	**D**	C	**B**	**C**	B	**C**	**A**	**D**	C	C	**C**	**D**	B	**C**	C	**B**	**D**	**D**	C	A	A	**D**
Total Incorrect		1	0	1	0	1	1	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	1	1	1	0
Total Correct		0	1	0	1	0	0	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	1
Local p-value		0	1.0	0	1.0	0	0	1.0	0	1.0	0	1.0	1.0	0	1.0	1.0	1.0	0	0	1.0	1.0	0	1.0	0	1.0	1.0	1.0	0	0	0	1.0
National p-value		.84	.62	.77	.73	.53	.63	.84	.72	.87	.64	.56	.58	.51	.72	.68	.71	.80	.61	.48	.35	.54	.70	.81	.39	.29	.25	.60	.50	.30	.51
Difference		(.84)	.38	(.77)	.27	(.53)	(.63)	.16	(.72)	.13	(.64)	.44	.42	(.51)	.28	.32	.29	(.80)	(.61)	.52	.65	(.54)	.30	(.81)	.61	.71	.75	(.60)	(.50)	(.30)	.49
Correct Answer		B	D	C	B	C	B	C	A	D	A	B	C	D	C	A	D	A	B	C	D	A	C	A	B	D	D	A	B	B	D
Response A		1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Response B		0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0
Response C		0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	1	1	0	0	0	1	0	0	0
Response D		0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	0	1
Response E		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Key

Part of Speech
N=Noun V=Verb Aj=Adjective Av=Adverb

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Report Date: 09/22/2014 Page 2 of 10

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GRADE

Group Diagnostic Analysis by Item - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 1

Sentence Comprehension **On-Level Fall Norms Level 3, Form A**

Teacher/Examiner: TEACHER THREE Test Dates: 09/17/2014 - 09/17/2014 Grade: 3 School: SAMPLE SCHOOL

Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Part of Speech		Aj	Av	N	V	Aj	N	Aj	Av	V	P	V	V	V	P	Aj	N	Aj	C	N
Type of Sentence		S	Cp	Cx	S	S	S	Cd	Cp	Cd	S	S	S	S	S	Cx	S	Cd	Cx	Cd
Student Name	RS																			
STUDENT A. SAMPLE	19	**A**	**C**	**D**	**A**	**C**	**A**	**B**	**D**	**C**	**A**	**C**	**D**	**B**	**A**	**C**	**B**	**A**	**C**	**D**

Total Incorrect	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Correct	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Local p-value	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
National p-value	.98	.87	.83	.87	.56	.85	.83	.86	.67	.53	.85	.71	.50	.83	.75	.59	.91	.63	.90
Difference	.02	.13	.17	.13	.44	.15	.17	.14	.33	.47	.15	.29	.50	.17	.25	.41	.09	.37	.10

Correct Answer	A	C	D	A	C	A	B	D	C	A	C	D	B	A	C	B	A	C	D
Response A	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0
Response B	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0
Response C	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0
Response D	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1
Response E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Key

Part of Speech	Type of Sentence
N=Noun V=Verb Aj=Adjective Av=Adverb P=Preposition C=Conjunction	S=Simple Cp=Compound Cx=Complex Cd=Complicated

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GRADE

Group Diagnostic Analysis by Item - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 1

Passage Comprehension **On-Level Fall Norms Level 3, Form A**

Teacher/Examiner: TEACHER THREE Test Dates: 09/17/2014 - 09/17/2014 Grade: 3 School: SAMPLE SCHOOL

Passage Number		1				2				3				4				5				6				7			
Passage Origin		Authentic				Synthetic				Synthetic				Synthetic				Synthetic				Synthetic				Synthetic			
Passage Type		Poem				Fiction				Science				Practical				Science				History				Fiction			
Passage Length		Short				Medium				Long				Short				Medium				Short				Long			
Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Question Type		C	Q	C	P	Q	C	C	P	S	Q	C	C	C	C	Q	C	S	P	S	S	Q	Q	S	C	C	C	Q	C
Student Name	RS																												
STUDENT A. SAMPLE	11	A	B	**A**	**B**	**A**	B	B	C	A	A	**B**	**A**	**B**	A	B	**A**	A	B	**A**	B	A	B	A	A	B	**C**	**D**	**B**
Total Incorrect		1	1	0	0	0	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	0
Total Correct		0	0	1	1	1	0	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	1	1
Local p-value		0	0	1.0	1.0	1.0	0	0	0	0	0	1.0	1.0	1.0	0	0	1.0	0	0	1.0	0	0	0	0	0	0	1.0	1.0	1.0
National p-value		.72	.83	.60	.57	.88	.50	.69	.60	.68	.46	.54	.64	.66	.33	.32	.50	.52	.55	.30	.42	.43	.50	.36	.50	.63	.18	.48	.60
Difference		(.72)	(.83)	.40	.43	.12	(.50)	(.69)	(.60)	(.68)	(.46)	.46	.36	.34	(.33)	(.32)	.50	(.52)	(.55)	.70	(.42)	(.43)	(.50)	(.36)	(.50)	(.63)	.82	.52	.40
Correct Answer		C	C	A	B	A	D	C	B	C	D	B	A	B	C	D	A	D	D	A	C	D	A	B	D	A	C	D	B
Response A		1	0	1	0	1	0	0	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0
Response B		0	1	0	1	0	1	1	0	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1
Response C		0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Response D		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Response E		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Key

Question Type
Q=Questioning C=Clarifying S=Summarizing P=Predicting

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Report Date: 09/22/2014 Page 4 of 10

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GRADE

Group Diagnostic Analysis by Item - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 1

Listening Comprehension **On-Level Fall Norms Level 3, Form A**

Teacher/Examiner: TEACHER THREE Test Dates: 09/17/2014 - 09/17/2014 Grade: 3 School: SAMPLE SCHOOL

Item Number		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Item Type		Gr	Id	Gr	Gr	Vc	In	Gr	N	Gr	Gr	In	Gr	Id	Gr	Id	Gr	Gr
Student Name	RS																	
STUDENT A. SAMPLE	0	A	A	A	A	B	A	A	A	A	A	A	C	A	A	B	C	C
Total Incorrect		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Correct		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Local p-value		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
National p-value		.98	.96	.89	.64	.88	.41	.96	.60	.70	.95	.94	.88	.97	.83	.89	.95	.99
Difference		(.98)	(.96)	(.89)	(.64)	(.88)	(.41)	(.96)	(.60)	(.70)	(.95)	(.94)	(.88)	(.97)	(.83)	(.89)	(.95)	(.99)
Correct Answer		D	C	B	D	A	D	B	C	B	C	D	A	B	C	D	B	A
Response A		1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	0
Response B		0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0
Response C		0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
Response D		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Response E		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Key

Item Type
Vc=Vocabulary Gr=Grammer Id=Idiom In=Inference N=Nonliteral

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Sample Group Diagnostic Analysis by Type Report, page 1

GRADE

Group Diagnostic Analysis by Type - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 4

Word Reading **On-Level Fall Norms Level 1, Form A**

Teacher/Examiner: TEACHER FOUR Test Dates: 09/17/2014 - 09/22/2014 Grade: 1 School: SAMPLE SCHOOL

Student	RS	NP	%	Sight, or Irregular	Decodable	Stanine
SAMPLE, STUDENT B.	18	20	**90%**	(14/15) 93%	(4/5) 80%	7
SAMPLE, STUDENT B.	4	20	**20%**	(2/15) 13%	(2/5) 40%	2
SAMPLE, STUDENT C.	7	20	**35%**	(4/15) 27%	(3/5) 60%	3
SAMPLE, STUDENT D.	7	20	**35%**	(4/15) 27%	(3/5) 60%	3
Class Average % Correct			**45%**	**40%**	**60%**	

Local average p-value				.40	.60	
National average p-value				.63	.66	
Difference				(.23)	(.06)	

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Sample Group Diagnostic Analysis by Type Report, page 2

GRADE

Group Diagnostic Analysis by Type - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 4

Word Meaning **On-Level Fall Norms Level 1, Form A**

Teacher/Examiner: TEACHER FOUR Test Dates: 09/17/2014 - 09/22/2014 Grade: 1 School: SAMPLE SCHOOL

Student	RS	NP	%	Sight, or Irregular	Decodable	Stanine
SAMPLE, STUDENT B.	19	27	**70%**	(9/12) 75%	(10/15) 67%	5
SAMPLE, STUDENT B.	7	27	**26%**	(1/12) 8%	(6/15) 40%	1
SAMPLE, STUDENT C.	5	27	**19%**	(0/12) 0%	(5/15) 33%	1
SAMPLE, STUDENT D.	3	27	**11%**	(1/12) 8%	(2/15) 13%	1
Class Average % Correct			**31%**	**23%**	**38%**	

Local average p-value				.23	.38	
National average p-value				.71	.74	
Difference				(.48)	(.36)	

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GRADE

Group Diagnostic Analysis by Type - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 4

Sentence Comprehension **On-Level Fall Norms Level 1, Form A**

Teacher/Examiner: TEACHER FOUR Test Dates: 09/17/2014 - 09/22/2014 Grade: 1 School: SAMPLE SCHOOL

Student	RS	NP	%	Part of Speech					Type of Sentence			Stanine
				Verbs	Prepositions	Nouns	Adverbs	Adjectives	Simple	Complex	Compound	
SAMPLE, STUDENT B.	17	19	**89%**	(4/4) 100%	(1/2) 50%	(5/6) 83%	(2/2) 100%	(5/5) 100%	(13/14) 93%	(3/3) 100%	(1/2) 50%	8
SAMPLE, STUDENT B.	4	19	**21%**	(0/4) 0%	(0/2) 0%	(2/6) 33%	(0/2) 0%	(2/5) 40%	(4/14) 29%	(0/3) 0%	(0/2) 0%	4
SAMPLE, STUDENT C.	5	19	**26%**	(2/4) 50%	(0/2) 0%	(3/6) 50%	(0/2) 0%	(0/5) 0%	(4/14) 29%	(0/3) 0%	(1/2) 50%	4
SAMPLE, STUDENT D.	2	19	**11%**	(0/4) 0%	(0/2) 0%	(1/6) 17%	(0/2) 0%	(1/5) 20%	(2/14) 14%	(0/3) 0%	(0/2) 0%	2
Class Average % Correct			**37%**	**38%**	**13%**	**46%**	**25%**	**40%**	**41%**	**25%**	**25%**	
Local average p-value				.38	.12	.46	.25	.40	.41	.25	.25	
National average p-value				.46	.45	.45	.41	.41	.43	.37	.56	
Difference				(.08)	(.32)	.01	(.16)	(.01)	(.02)	(.12)	(.31)	

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Sample Group Diagnostic Analysis by Type Report, page 4

GRADE

Group Diagnostic Analysis by Type - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 4

Passage Comprehension **On-Level Fall Norms Level 1, Form A**

Teacher/Examiner: TEACHER FOUR Test Dates: 09/17/2014 - 09/22/2014 Grade: 1 School: SAMPLE SCHOOL

Student	RS	NP	%	Passage Type			Passage Length			Question Type				Stanine
				Fiction	Science	Poem	Short	Medium	Long	Questioning	Clarifying	Summarizing	Predicting	
SAMPLE, STUDENT B.	16	24	**67%**	(12/18) 67%	(2/3) 67%	(2/3) 67%	(5/9) 56%	(7/9) 78%	(4/6) 67%	(8/8) 100%	(4/11) 36%	(3/4) 75%	(1/1) 100%	7
SAMPLE, STUDENT B.	7	24	**29%**	(5/18) 28%	(1/3) 33%	(1/3) 33%	(2/9) 22%	(3/9) 33%	(2/6) 33%	(3/8) 38%	(4/11) 36%	(0/4) 0%	(0/1) 0%	4
SAMPLE, STUDENT C.	10	24	**42%**	(8/18) 44%	(0/3) 0%	(2/3) 67%	(3/9) 33%	(5/9) 56%	(2/6) 33%	(6/8) 75%	(2/11) 18%	(2/4) 50%	(0/1) 0%	5
SAMPLE, STUDENT D.	7	24	**29%**	(6/18) 33%	(1/3) 33%	(0/3) 0%	(1/9) 11%	(4/9) 44%	(2/6) 33%	(2/8) 25%	(3/11) 27%	(1/4) 25%	(1/1) 100%	4
Class Average % Correct			**42%**	**43%**	**33%**	**42%**	**31%**	**53%**	**42%**	**59%**	**30%**	**38%**	**50%**	
Local average p-value				.43	.33	.42	.31	.53	.42	.59	.30	.38	.50	
National average p-value				.40	.41	.39	.41	.40	.38	.43	.38	.38	.51	
Difference				.03	(.08)	.02	(.11)	.12	.03	.16	(.09)	.00	(.01)	

Key

Passage Type	Passage Length	Question Type
Fc=Fiction H=History Pr=Practical Sc=Science, Pm=Poem, Fb=Fable, B=Biography	S=Short M=Medium L=Long	Q=Questioning C=Clarifying S=Summarizing P=Predicting

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Group Diagnostic Analysis by Type - HOMEROOM CLASS
District: SAMPLE DISTRICT

Student Count: 4

Listening Comprehension **On-Level Fall Norms Level 1, Form A**

Teacher/Examiner: TEACHER FOUR Test Dates: 09/17/2014 - 09/22/2014 Grade: 1 School: SAMPLE SCHOOL

Student	RS	NP	%	Vocabulary	Inference	Grammar	Stanine
SAMPLE, STUDENT B.	16	17	**94%**	(4/5) 80%	(4/4) 100%	(8/8) 100%	6
SAMPLE, STUDENT B.	1	17	**6%**	(0/5) 0%	(1/4) 25%	(0/8) 0%	1
SAMPLE, STUDENT C.	6	17	**35%**	(2/5) 40%	(1/4) 25%	(3/8) 38%	1
SAMPLE, STUDENT D.	5	17	**29%**	(2/5) 40%	(1/4) 25%	(2/8) 25%	1
Class Average % Correct			**41%**	**40%**	**44%**	**41%**	

Local average p-value				.40	.44	.41	
National average p-value				.89	.88	.85	
Difference				(.49)	(.45)	(.44)	

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GRADE

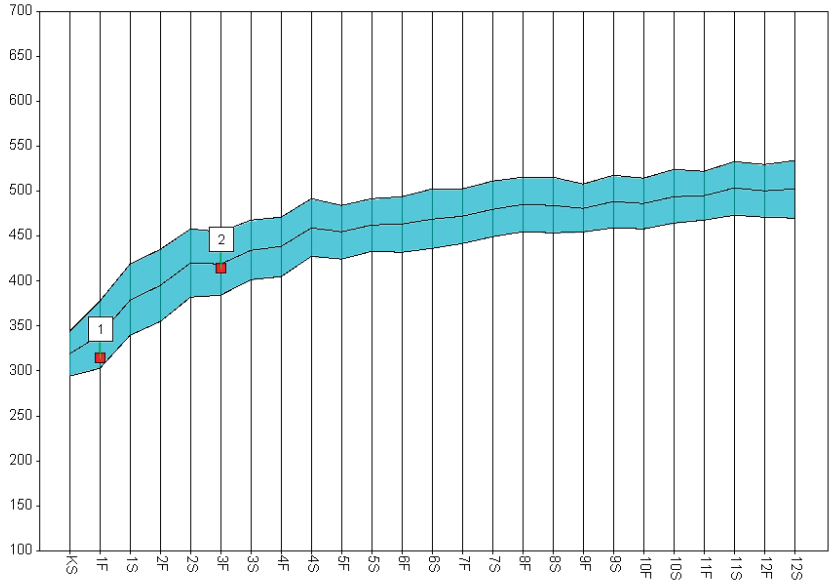
Group Reading Progress Report - 09/17/2014 - 09/22/2014
District: SAMPLE DISTRICT

Group Reading Assessment and Diagnostic Evaluation **SAMPLE SCHOOL**

What is the Growth Scale Value (GSV)?

The **Growth Scale Value (GSV)** is a score that tracks reading progress over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of reading ability. Therefore, the GSV can be used as a yardstick for measuring reading progress throughout the school years. It can also be used to compare a student's reading ability to a reference group of all the students in a particular grade. For example, a GSV score of 455 is average for fifth-grade students in the fall; a GSV of less than 455 would reflect a lower reading performance and a GSV greater than 455 would reflect a higher reading performance for beginning fifth-graders. Please note that the GSVs for students taking Levels P and K will not be plotted on the graph below because these values are centered differently on the scale (see pg. 60 of the GRADE Technical Manual). The GSVs for these levels are shown with an asterisk (*) on the right. The GSVs for students taking Levels 1-A will be plotted below and are shown on the right without an asterisk unless the they are being tested as a postsecondary or ungraded student.

Student GSV(s) and the Normal Growth Curve



*Shaded area represents ±1 Standard Deviation of the standardization sample.

Administrations of the GRADE

Seq.	Student Grade	Norms	# of Tests	Average GSV	National Mean	Range
1	1(A)	Fall	4	315	340	303-377
2	3(A)	Fall	1	415	419	384-454

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GRADE

Group Score Summary

Group Reading Assessment and Diagnostic Evaluation — **On-Level Fall Norms Level 1, Form A**

Test Dates: 09/17/2014 - 09/22/2014

District: SAMPLE DISTRICT

School: SAMPLE SCHOOL (Count:

Class: HOMEROOM CLASS (Count:

Student's Name	Grade	Word Reading		Word Meaning		Vocabulary Composite						Sentence Comprehension		Passage Comprehension		Comprehension Composite						Total Test							Listening Comprehension	
		RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	RS	Stanine	RS	Stanine	%ile	GE	SS	NCE	RS	Stanine	%ile	GE	SS	NCE	GSV	RS	Stanine
STUDENT B. SAMPLE	1	18	7	19	5	37	6	59	1.4	104	56	17	8	16	7	33	8	91	2.3	121	79	70	7	84	1.9	115	71	378	16	6
STUDENT B. SAMPLE	1	4	2	7	1	11	1	<1	<K.8	57	1	4	4	7	4	11	4	23	K.8	89	35	22	1	2	<K.8	68	5	293	1	1
STUDENT C. SAMPLE	1	7	3	5	1	12	1	<1	<K.8	62	1	5	4	10	5	15	5	41	1.0	97	46	27	2	7	<K.8	78	19	303	6	1
STUDENT D. SAMPLE	1	7	3	3	1	10	1	<1	<K.8	55	1	2	2	7	4	9	3	14	<K.8	84	28	19	1	<1	<K.8	60	1	286	5	1

Average GSV: 315

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